



Basic Law Enforcement Training

COURSE MANAGEMENT GUIDE

© July 2014 North Carolina Justice Academy, Salemburg, North Carolina

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TABLE OF CONTENTS

Revised July 2008

- I. FOREWORD
- II. INTRODUCTION
- III. ACCREDITATION OF SCHOOLS/COURSES
- IV. FACILITIES
- V. ADMINISTRATION OF SCHOOLS
- VI. ADMINISTRATION OF A BASIC LAW ENFORCEMENT TRAINING COURSE -
Responsibilities of the School Director
 - A. Planning and Coordination
 - B. Selection of Instructors
 - C. Lesson Plans
 - D. Audio-Visual Aids
 - E. Academy Rules and Regulations
 - F. Submission of Pre-Delivery Report
 - G. Monitoring and Evaluation
 - H. Testing
 - I. Supervision of Staff
 - J. Submission of Post-Delivery Report
- VII. TRAINEE PARTICIPATION AND PERFORMANCE REQUIREMENTS
 - A. Registration and Orientation
 - 1. Course Enrollment (Full-Time)
 - 2. Course Enrollment (Partial/Limited Enrollment)
 - 3. Trainee Orientation
 - B. Trainee Attendance
 - 1. Excused Absences

- 2. Makeup Work for Absences
 - 3. Termination of Trainee Participation
 - C. Completion of Training (Performance Requirements)
 - 1. Testing
 - 2. Remediation
 - 3. Deficiencies
 - 4. State Comprehensive Examination
 - D. Satisfaction of Minimum Training Requirements
- VIII. DEVELOPMENT OF THE BASIC LAW ENFORCEMENT TRAINING CURRICULUM
- IX. ORGANIZATION OF THE BASIC LAW ENFORCEMENT TRAINING CURRICULUM
 - A. Academic Checklist
 - B. Instructor Notes
 - C. Lesson Plans
 - D. Supplemental Materials
- X. SELECTING AND MANAGING INSTRUCTORS
 - A. Adult Learning Concepts
 - B. Instructor Responsibilities
- XI. AUDIO-VISUAL MATERIALS
 - A. Usage
 - B. Visual PowerPoint Presentations
 - C. Videos/DVDs
- XII. MANAGING PRACTICAL EXERCISES
 - A. Written Documents
 - B. Safety Control and Management
 - C. Implementing Practical Exercises
 - D. Evaluating Practical Exercises

- XIII. TESTING AND REMEDIATION
 - A. Testing Methods
 - B. Methodology for Test Question Development
 - C. Remediation
- XIV. REVISIONS AND LEGAL UPDATES - *Coding Systems*
 - A. Videos/DVDs
 - B. Lesson Plans
 - C. CDs
 - D. Lesson Plan Correction and Revision Form
- XV. COURSE DELIVERY
- XVI. BASIC LAW ENFORCEMENT TRAINING FORMS
- XVII. CRIMINAL JUSTICE STANDARDS FORMS
- XVIII. COURSE MANAGEMENT GUIDE SECTION REVISION LIST
- XIX. (Reserved for future use)
- XX. (Reserved for future use)
- XXI. (Reserved for future use)

I. **FOREWORD** – *Revised July 2008*

This is the most current edition of the *Course Management Guide*. A wide variety of individuals, private and public, as well as committees, commissions, laws and judicial rulings have played their part in the content and delivery of Basic Law Enforcement Training. This edition reflects these various influences resulting in basic training as it “is” today.

Tomorrow, because of the dynamic and fluid pattern of the profession, new challenges, new options, and new directives must surely be addressed.

This document shall continually serve as a guide for the school director in the preparation and delivery of Basic Law Enforcement Training. It has been divided into 20 (I -XX) sections that correspond with the table of contents. Since the Basic Law Enforcement Training program is in a constant state of revision, this guide will also be updated periodically to accommodate such changes. Therefore, school directors must ensure that they refer to the most current edition of this guide.

The Commission continues to be appreciative of those who offer their time, talents and services to address and improve the quality of this vital, initial training portion of a law enforcement officer’s career.

N.C. Criminal Justice Education and Training Standards Commission
N.C. Justice Academy

II. INTRODUCTION

This guide was prepared by the N.C. Criminal Justice Education & Training Standards Commission with assistance from the N.C. Justice Academy to assist the school director in the implementation, delivery, and completion of Basic Law Enforcement Training courses. This guide shall not be used to replace a school director's Administrative Code, but shall be used as a supplement to the specific Commission requirements contained in the Code.

Much of the material contained in this guide is a paraphrase of specific Code requirements and is written to give you, the certified school director, additional guidance directed toward successful delivery of a recruit training course. You should not assume that everything you need to know about delivery of recruit training is contained in this guide.

It is particularly important for a school director to be aware that the *Basic Law Enforcement Training* manual is adopted by reference in the Code and must be followed completely in the delivery of a course as it is impractical to cover every "minimum" requirement in Code form.

The basic manual is prepared in a recommended sequence of topical presentation. Each school director is required, as discussed further in this guide, to finalize course delivery in a manner to ensure maximum trainee participation and learning. You are not required to deliver a course in the exact sequence recommended as from time to time you may have scheduling conflicts; however, you must be aware of the need and importance of presenting certain topics before others.

Should questions arise, you should contact the Criminal Justice Standards Division staff. Information will be given on the development, implementation, and delivery of your recruit training course.

III. ACCREDITATION OF SCHOOLS/COURSES

Prior to delivery of any Commission-accredited training course(s), the agency/institution must first receive accreditation as a “Criminal Justice School.” Application must be made on the appropriate form. School accreditation remains effective for a five-year period and must be renewed by submitting an updated application form.

Please note: Failure to renew school accreditation will cause any and all school director certifications to become null and void on the expiration date of the school accreditation.

An accredited criminal justice school shall apply for accreditation of each of its courses by submitting the appropriate form and must receive “Training Course Accreditation” prior to delivery of any course. It is the school director’s responsibility to ensure that proper school and course accreditation has been acquired and maintained prior to scheduling a basic recruit course.

NOTE: The *Course Management Guide* is designed only for the “Basic Law Enforcement Training” course and you shall contact the Criminal Justice Standards Division regarding accreditation and delivery of any of the other Commission-accredited training courses.

IV. FACILITIES – Revised July 2013

An accredited institution/agency must provide suitable facilities, equipment, materials, and supplies for comprehensive and qualitative course delivery, specifically including the following:

- A. A comfortable, well lit and ventilated classroom with a seating capacity sufficient to accommodate all attending trainees; specifically:
 - 1. Provide a minimum of 24 square feet of floor space per trainee;
 - 2. Provide over-head lighting measuring at a minimum, 50-70 foot candles at desk level;
 - 3. Provide an adult size table and chair for each trainee;
- B. Audio-visual equipment and other instructional devices and aids necessary and beneficial to the delivery of effective training;
- C. A library for trainees’ use covering the subject-matter areas relevant to the training course, maintained in current status and having sufficient copies for convenient trainee access;
- D. A firearms firing range designed for criminal justice firearms instruction to conduct the basic recruit firearms course, with the following specifications:
 - 1. An operational public address system of sufficient volume to be audible to persons wearing ear plugs or other hearing protection while firearms are being discharged;
 - 2. An emergency first-aid kit;

3. Access limited to criminal justice trainees, criminal justice instructors, and personnel authorized by the school director when firearms are being discharged;
4. Warning signs posted at all access points which clearly identify the area as a criminal justice firing range;
5. Restrooms, drinking water and a rain-resistant shelter for personnel engaged in training; and
6. Telephone or radio communications immediately available to range instructors;

Note: These specifications are applicable only to Basic Law Enforcement Training and Curriculum deliveries. These specifications are not mandatory for in-service course deliveries.

- E. A driving range designated for criminal justice training, adequate in size and design to safely conduct the law enforcement basic recruit driving course, with the following specifications:

1. Secured by barriers from through traffic while training is being conducted on the range;
2. Warning signs posted at all vehicle access points that shall clearly identify the area as a law enforcement training driving range and limit access to criminal justice trainees, criminal justice instructors, and personnel authorized by the school director;
3. An emergency first-aid kit;
4. Own four (4) automobiles designed and equipped for criminal justice driver training;
5. Restrooms and drinking water for personnel engaged in training; and
6. Telephone or radio communications immediately available to range instructors;

Note: These specifications are applicable only to Basic Law Enforcement Training and Curriculum deliveries. These specifications are not mandatory for in-service course deliveries.

- F. A suitable area designated for subject control/arrest techniques instruction or practical exercises which enables the safe execution of this topical area, with the following specifications:

1. Permanent or portable cushioned floor matting (equal to 50 square feet per student);
2. An emergency first-aid kit; and
3. Telephone or radio communications immediately available to the instructors;

Note: These specifications are applicable only to Basic Law Enforcement Training and Curriculum deliveries. These specifications are not mandatory for in-service course deliveries.

- G. A suitable area for physical fitness training, with the following specifications:
1. A POPAT course designed and constructed according to specifications outlined in the Basic Law Enforcement Training Course Management Guide as referenced in 12 NCAC 9B .0205(d);
 2. Appropriate space for running, weight training, calisthenics; and aerobics;
 3. Restrooms and drinking water for personnel engaged in training;
 4. Shower facilities, if physical fitness training is conducted prior to classroom training.

In the event an accredited institution or agency does not own all facilities required for training delivery, written agreements between entities involved shall be in place in order to ensure access to and use of such facilities.

V. **ADMINISTRATION OF SCHOOLS** – *Revised January 2003*

When an agency/institution executive officer signs the application for school accreditation, as discussed in Section III, there is a commitment to provide specific support to ensure that the goals and objectives for successful delivery of basic training are accomplished. The requirements are clearly established in 12 NCAC 9B.0201 of the North Carolina Administrative Code and include but are not limited to: record retention; financial resources for instructors and other support personnel; suitable facilities, equipment, materials and supplies for course delivery.

Each agency/institution wishing to deliver basic training must have a “School Director” certified as established in 12 NCAC 9B .0501 of the North Carolina Administrative Code. Application must be made on the appropriate form. School Director certification is for a two-year period, and may be renewed every two years thereafter.

As school director, you shall, prior to implementation and as part of the planning phase, ensure that your agency/institution executive officer is fully aware of the commitment to provide necessary support. It is your responsibility to see that all required materials, supplies and facilities are available prior to course delivery.

VI. **ADMINISTRATION OF A BASIC LAW ENFORCEMENT TRAINING COURSE - Responsibilities of the School Director** - *Revised July 2012*

Responsibility for the daily administration of a basic course delivery belongs to the certified school director. The school director is the first line of contact for the Standards Division and must be accountable for assuring compliance with all minimum standards or requirements. **In those instances where the accredited institution or agency assigns additional responsibilities to the certified school director during the planning, development, and implementation of the accredited basic training course, a qualified assistant must be designated to assist the school director in the administration of the course.**

A. Planning and Coordination

It is recommended that all planning, developing and coordination of the implementation of a delivery of basic training be completed at least four weeks prior to the date of course commencement. Course curriculum should be formalized and scheduled in accordance with the proposed curriculum submitted to the Commission at the time of course accreditation.

B. Selection of Instructors

The school director must select qualified instructors who are actively certified by the Commission and for whom he/she has a current commission issued certification on file. **The school director should not assume the instructor holds a valid certification to instruct.** It is the school directors' responsibility to verify that each instructor's certification is current, valid, and remains valid throughout the course delivery. It is recommended that, prior to the date of course commencement, the school director meet with all instructors at which time each instructor would be informed of the specific and comprehensive duties and responsibilities during course delivery to include lesson delivery responsibilities, dates and times. A group meeting could become beneficial to the overall success of your course delivery and should be utilized to set Academy/School operating policy and procedures.

School directors must be aware that specialized instructor certifications and current CPR certification are required in order to deliver one or more of the following topical areas:

- **Subject Control/Arrest Techniques**
- **First Responder**
- **Firearms**
- **Law Enforcement Driver Training**
- **Physical Fitness Training**
- **Explosives and Hazardous Material Emergencies**

For additional information on instructor certification in the above referenced topical areas, school directors should refer to 12 NCAC 9B .0304.

C. Lesson Plans

Accredited schools **must** maintain and issue the most current lesson copies of the *Basic Law Enforcement Training* curriculum. It is the school director's responsibility to possess and distribute to instructors current copies of each lesson plan and secure and/or own all other required materials to be used as called for in each lesson. It is also the school director's responsibility to see that the specific objectives for each topic are comprehensively covered. School directors should contact the BLET Curriculum Coordinator in Salemburg (NCJA) for more information on lesson plan requirements.

D. Audio-Visual Aids

The importance of using audio-visual presentations during lesson delivery is crucial and notes indicating such use are specifically inserted into many lesson outlines. School directors are responsible for making certain their instructors are skilled in the use of

audio-visual material, and that all necessary equipment is operational. A thorough review of all audio-visual material and equipment should be conducted by school directors prior to use. It is also the school directors' responsibility to personally arrange the timely availability of appropriate audio-visual aids and equipment.

E. Academy Rules and Regulations

School directors are required to develop, adopt, reproduce and distribute any supplemental rules, regulations, and requirements determined to be necessary and appropriate to accomplish the goals and objectives for your academy. The school director's instructors should have input in the development of these operating policies and procedures. The school director shall have clear and concise statements that the trainee and agency head are given which establish attendance, testing and all performance requirements expected of the trainee to successfully complete the course. All academy rules and regulations must be explained before or during "*Course Orientation*."

F. Submission of Pre-Delivery Report

School directors are required to submit to the Criminal Justice Standards Division a "Pre-Delivery Report of Training Course Presentation" not less than 15 days before the beginning date of the course. This form must be completed in its entirety, and a copy of the school rules and regulations must be attached with your delivery schedule.

G. Monitoring and Evaluation

School directors are **required** to monitor, or designate a certified instructor to monitor, the presentation of each instructor during course delivery for the purpose of evaluating their performance and suitability for continued or subsequent assignments. As school director, you must not accept or tolerate an ineffective instructor. The ultimate success of the trainee as a law enforcement officer will be determined by the quality of instruction he/she receives. These evaluations shall be prepared on Commission forms in accordance with Commission standards and shall be kept on file by the institution for a period of three years and shall be made available for inspection by a Commission representative upon request.

In order for instructors to be re-certified, they must teach and be evaluated for a minimum of twelve (12) hours of instruction over their three year certification period (or twelve hours in the first year of certification for probationary instructors). This does not mean the school director must complete evaluation forms on an instructor each time he/she teaches in a BLET program. However, there must be evaluations completed by the school director on file for the twelve (12) hours for which the instructor is using as his/her re-certification teaching hours. **NOTE:** If instructors hold specialized instructor certification, they must teach twelve (12) hours in EACH specialization for which they hold that certification in order to be re-certified.

School directors **must** also review and keep on file all "Student Evaluation of Instructor" forms (Form 17). A copy of Form 17 is found at the end of every "*Student*" lesson plan. Students are required to complete the Form 17 on all delivering instructors. If more than one instructor is used to deliver a lesson, students must complete one for each.

H. Testing

School directors are required to develop and use written, oral, or motor-skill performance tests, examinations, and demonstration exercises as determined necessary to establish trainee proficiency. Written examinations for each lesson (i.e., “topic tests”) MUST be administered to all students during the course. A trainee, at the conclusion of the course, must be proficient in each of the topical areas. It is the school director’s responsibility to determine the trainee’s proficiency through testing. The school director’s course rules and regulations should outline testing, and makeup requirements and methods. **Copies of all individual student test scores, practical skill exams and other grading criteria must be kept on file by the school director.**

I. Supervision of Staff

The school director must maintain direct supervision, direction, and control over the performance of persons to whom they have delegated any portion of the planning, development, presentation, or administration of a course.

J. School directors shall report to the Criminal Justice Standards Division all injuries to BLET students which may affect their attendance, performance, or ability to successfully complete the course. This includes injuries that occur during the delivery or preparation for, or following an official topical course.

K. Submission of Post-Delivery Report

After completion of the course delivery and not more than 10 days after receiving a report of the Comprehensive Examination scores from the test administrator, school directors are required to submit to the Standards Division a “*Post-Delivery Report of Training Course Presentation*” and “*POPAT Post Delivery Report.*” A complete and accurate report on trainee progress and achievement must be reflected on these forms.

VII. **TRAINEE PARTICIPATION AND PERFORMANCE REQUIREMENTS** – *Revised July 2012*

You are responsible for monitoring the progress of each trainee in attendance on a daily basis. A trainee is required to attend all portions of the course and become proficient in each topic prior to being administered the State Comprehensive Examination. To accomplish this goal, minimum attendance and performance requirements have been established and must be enforced by the school director along with any supplemental rules and regulations adopted by the school.

A. Registration and Orientation

All trainees shall be at least 20 years old at the time of course registration with one exception. Individuals who are under 20 years of age may be granted authorization for early enrollment with prior written approval from the Director of the CJ Standards Division. The Director shall approve early enrollment as long as the individual turns 20 years of age prior to the date of the State Comprehensive examination for the course.

1. Course Enrollment (Full-Time)

All full-time trainees must be enrolled the first day of course delivery. You cannot enroll a full-time trainee after the first day of class.

2. Course Enrollment (Partial/Limited Enrollment)

No individual can enroll in basic training as a partial/limited enrollee without a letter of authorization from either Commission. You must require that each of the topics listed in such letter authorizing partial/limited enrollment be completed successfully by the trainee. Upon completion of the training and at the end of your course, the trainee must take the Comprehensive Examination in its entirety.

3. Trainee Orientation

School directors are required to deliver the “Course Orientation” lesson plan before all others. The overall success of your program and the elimination of administrative problems will depend on conducting an effective orientation. Do not assume that your instructors will inform the trainees of participation and performance requirements. All rules and regulations must be comprehensively covered during the orientation phase. In those instances where there are requests for a reasonable accommodation, the following applies: The Commission staff will seek to assist school directors in matters where a student makes a formal request for a reasonable accommodation for a disability under the ADA Act. The school director may request advice as to whether or not a proposed accommodation is reasonable and does not alter the essential job functions. The request shall be in writing and received no later than the second day after the course orientation block of instruction. It is strongly recommended that the school provide pre-course instruction as to the physical and mental requirements of the Commission-mandated course to include the essential job functions of being a law enforcement officer. Any written request for an accommodation must be accompanied by any available documentation verifying the extent and range of the disability. A request to change a standard is not considered to be reasonable.

B. Trainee Attendance

The Code clearly places the responsibility for trainee attendance on the school director. A trainee is required to attend all class sessions.

1. Excused Absences

You may, in your discretion, recognize valid reasons for class absences and grant an excuse. However, in no case may excused absences exceed five percent (5%) of the total class hours for the course delivery period. Excused absences should only be granted for serious reasons, i.e., death in family, severe weather, medical emergencies or natural disasters.

2. Makeup Work for Absences

If you grant an excused absence, you must schedule appropriate makeup work and ensure the satisfactory completion of such work during the current course offering. If makeup work cannot be completed, the trainee cannot take the

Comprehensive Examination and you must report the specific topics that must be made up to the Standards Division when you submit your Post-Delivery Report. The trainee will be required to enroll in a subsequent delivery to make up the work. **NOTE: The school director shall be responsible for reimbursing those instructors for the purpose of completion of the makeup work. Ref. 12 NCAC 9B .0404(c).**

3. Termination of Trainee Participation

As discussed previously, school directors must monitor each trainee's progress on a daily basis. They should terminate a trainee from course participation for unexcused absences from any portion of the course. This includes being habitually tardy or regularly leaving class early. This type of behavior must not be tolerated. (NOTE: See Section C-3 below "Deficiencies")

4. Religious Observances and Absences within a Community College BLET

The NC Criminal Justice Education and Training Standards Commission has ruled that any absences and hours directly related to the religious observances as provided in N.C.G.S. 115D-5 are to be included within the maximum five percent (5%) allowable absence hours as promulgated by 12 NCAC 09B. 0404. Additionally, this NCAC regulation requires the Commission School Director to grant an excused absence from a class session.

C. Completion of Training (Performance Requirements)

Each trainee is required to attend and satisfactorily complete the full course during a scheduled delivery. Students must also demonstrate proficiency in all motor skill and performance subjects by achieving the minimum passing grades as specifically established in each topical area of BLET (ref:12 NCAC 9B.0405). The Administrative Code only permits partial/limited enrollment in a subsequent delivery to complete training due to one of the following reasons: (1) absences due to accident, illness, emergency or other good cause; (2) excused absences that do not exceed five percent (5%) percent of the course work which could not be scheduled for makeup; (3) deficiencies in one, but no more than two (2) topical areas as determined by tests which were failed. School directors must be completely familiar with Administrative Code requirements for authorization of subsequent enrollment.

1. Testing

Written examinations for each lesson (Topic Tests) must be administered to all students during the course. Topic test examinations should be administered as soon as possible, but only after the instructional period has ended. This alerts the student and instructor to potential problems in comprehending subject matter. **Topic tests must be administered individually and may not be combined with any other topic.** For example, the "Patrol Techniques" topic test cannot be consolidated with any other topic materials.

Students may not fail more than four (4) topical tests (individual academy rules may be more restrictive). Students who fail five (5) topic tests will be expediently dismissed from the program without remediation and will be required to

complete a subsequent delivery of Basic Law Enforcement Training in its entirety (ref: 12 NCAC 9B.0405). Students are allowed to receive remediation and **one** re-test for up to four (4) topic test failures, but **MUST** be dismissed without remediation after 5 topic tests failures.

Example: Student Jane Doe fails the (1) “Physical Fitness Training,” (2) “Juvenile Law,” (3) “Ethics for Professional Law Enforcement,” and (4) “Crime Prevention” topic tests, but passes each re-test after remediation. Jane Doe fails “Patrol Techniques” topic test in the 14th week of the course. She must then be immediately dismissed from the course without remediation or re-test and required to complete a subsequent delivery of BLET in its entirety.

Testing, re-testing procedures and agency pass/fail scoring criteria should be clearly conveyed to students during “Course Orientation.” School directors must keep on file copies of all tests and scores.

2. Remediation

As already noted, topic and other skill performance tests must be administered to every student enrolled in the course. Results of such tests are used to determine the student’s satisfactory achievement of performance objectives clearly set out in each of the topical areas in the manual. When a trainee’s performance in a topical area is determined to be deficient, remediation efforts should be undertaken. This should occur as soon as possible after identification so the trainee does not “fall behind” and arrive at the end of the course with an existing deficiency.

3. Deficiencies

A trainee is allowed to accumulate up to one (1), but not more than two (2) deficiencies (your academy rules may be more restrictive) during a course delivery. A deficiency is established after the failure of an initial test, remediation and subsequent failure of a re-test on the same topic. Trainees must be advised when they have an existing deficiency under Commission rules. When a trainee accumulates a third topical area deficiency, he/she must be immediately dismissed from the course and must be required to complete a subsequent delivery of BLET in its entirety. If a student has (1), but not more than two (2) existing deficiencies at the conclusion of the course, he/she cannot take the Comprehensive Examination and must make-up the identified deficiency (s) in a subsequent course offering (ref:12 NCAC 9B .0406 {a}).

Example: Student John Doe does not pass the “Law Enforcement Driver Training” topic test. After remediation, he fails the re-test. He now has ONE deficiency. John Doe does not successfully qualify with his firearm after remediation and re-test. He now has TWO deficiencies. John Doe does not pass the Crime Prevention topic test and fails the re-test after remediation. He now has THREE deficiencies and must be dismissed from the course and cannot enroll as a limited enrollee in a subsequent delivery. John Doe must start BLET over in its entirety.

NOTE: If the determination of deficiency is in either one (1), but no more than two (2) areas, students *may* be recommended by the school director to enroll as a limited enrollee in some subsequent BLET course where they would be required to attend and successfully complete those deficient areas (ref: 12 NCAC 9B .0405 {a}{3}).

4. State Comprehensive Examination

At the conclusion of the course, students who successfully complete ALL performance and attendance requirements will be administered a comprehensive written examination by the Criminal Justice Standards Division. A trainee with any existing deficiency cannot be administered the examination. The responsibility for determining that a trainee is qualified for the examination is that of the school director and he/she should not otherwise delegate this duty.

The comprehensive exam is divided into six (6) units. They are as follows:

- a. Legal
- b. Patrol Duties
- c. Law Enforcement Communications
- d. Investigations
- e. Practical Applications
- f. Sheriff's Specific

Students must score a 70% on EACH unit to pass the exam (ref: 12 NCAC 9B .0406 {d} & 12 NCAC 10B .0508{d}). For example, student Jim Jones must answer 70% of all questions correctly in the Legal Unit, Patrol Duties, Law Enforcement Communications, Investigations, Practical Applications and Sheriff's Specific units to pass. A "total" or overall grade of 70% for all test questions does not guarantee a passing score. Students may fail two (2) units, but no more than two, and re-test on those areas only. Students who fail three (3) units cannot re-test, are unable to graduate and must enroll in a subsequent course delivery in its entirety.

Students who fail two (2) units or less on the State Comprehensive exam may request a re-examination on those specific units. This request must be received by the Criminal Justice Standards Division within 30 days of the first examination. Students receive one (1) opportunity for re-examination within 90 days of the first examination date. Students who fail the re-test will not graduate and must enroll in a subsequent course delivery in its entirety (ref: 12 NCAC 9B .0406 {e} & 12 NCAC 10B .0508 {e}).

Prohibition of Electronic Communication Devices within Examination Site

Any and all electronic communication devices (such as cell phones, iPhones, smart phones, blackberries, pagers, etc.) are **PROHIBITED within the examination testing site for all Commission state comprehensive examinations.**

Any discovery of such a device, regarding an examinee(s), will cause an automatic dismissal from the testing site and possible further review and enforcement action by the NC Criminal Justice Education and Training Standards

Commission (the Commission). This dismissal includes devices which are turned off and in a pocket or backpack, etc. As a Commission School Director, please advise your examinees of this mandated policy and the consequences of non-compliance.

Additionally, the Commission and the Criminal Justice Standards Division are aware that existing situations or emergencies may necessitate the examinee(s) to an electronic communication device. If such a situation is known before the examination, then the Criminal Justice Standards Division will require that the device be held and maintained by the Commission School Director and that any requisite communications made by the examinee be conducted within the presence of the Commission School Director.

D. Satisfaction of Minimum Training Requirements

At the conclusion of the course delivery and as a part of the Post-Delivery Report you, as “school director,” are required to sign a certifying statement that each trainee who passes the State Comprehensive Examination has satisfied all of the minimum training requirements for law enforcement certification as specifically established by adoption of the *Basic Law Enforcement Training* manual and possesses the ability to perform all identified essential job tasks and functions. This responsibility must not be taken lightly in that you could become liable for inappropriate or wrongful acts committed by the trainee once he/she becomes a certified law enforcement officer.

Proper planning, supervision and monitoring are essential to ensure that the course is implemented and delivered according to standards, that academy staff and instructors are performing satisfactorily and that the trainee meets or exceeds the minimum participation and performance requirements established by the Commissions.

VIII. **DEVELOPMENT OF THE BASIC LAW ENFORCEMENT TRAINING CURRICULUM—** *Revised July 2012*

In 1978, the Criminal Justice Training and Standards Council increased the minimum basic recruit training requirement from 160 hours to 240 hours. This increase was based upon a curriculum designed by the Basic Law Enforcement Training Consortium. The Consortium consisted of representatives from the Department of Community Colleges, the Institute of Government, the Justice Academy, the Law Enforcement Training Officers Association and the Standards Division of the Department of Justice.

In 1979, the Council was reconstituted to become the North Carolina Criminal Justice Education and Training Standards Commission. One of the Commission’s acts in 1980 was to direct that a job analysis be conducted of the roles of the municipal police officer and the deputy sheriff. The purpose of this study was to provide the foundation for a new basic training course that could be validated as being job-related.

This analysis was coordinated by the Justice Academy with assistance from all elements of the criminal justice system and was completed in 1982. Over 1500 officers participated in the lengthy survey process. A list of approximately 350 tasks was delivered to the Consortium to be transformed into a curriculum.

In the fall of 1983 and spring of 1984, pilot courses were conducted using these lesson materials. These courses were evaluated and the materials were modified as a result. The Commission adopted the revised package and mandated its implementation effective October 1, 1984.

In 1992, the Commission decided to conduct a newer analysis of the tasks associated with a basic law enforcement officer and contracted with Systems Design, Inc. to conduct a statewide job task analysis. Selected officers responded to the survey. From this survey, essential tasks were identified and a new curriculum development process ensued.

In 1995, 350 law enforcement trainers representing police departments, Sheriffs' offices, and the Community College system collaborated on 33 committees to completely revise the BLET curriculum, legally review the instructional blocks, produce new videos and develop the latest visual (hypermedia) delivery medium.

In 1997, the first pilot course for the new "BLET 2000" curriculum was tested at the North Carolina Justice Academy. Six more pilot delivery sites were added in the spring of 1998 to also test the curriculum. These were:

- *Burlington Police Department - Burlington*
- *Central Piedmont Community College - Charlotte*
- *Coastal Carolina Community College - Jacksonville*
- *Davidson Community College - Lexington*
- *Mitchell Community College - Statesville*
- *Rockingham Community College - Wentworth*

After careful revision and legal review, new rules and guidelines were enacted. The newest ***Basic Law Enforcement Training*** manual premiered in August 2000 and included abundant practical exercises, new videos, and computer generated audio-visual slides.

In 2004, a special Joint Steering Committee for Basic Law Enforcement Training was created with representatives from both the Criminal Justice Standards Commission and the Sheriffs' Standards Commission. The purpose of this special committee was to consider the addition of tasks stemming from the emergence of new law enforcement issues which developed after the 1994 analysis. As a result, both Commissions approved additional tasks to be addressed in BLET in the areas of computer crime, methamphetamine production, anti-terrorism, and rapid deployment in active shooter situations. The curriculum was revised in 2006 with additional hours and new topic areas.

In 1986, the N. C. Criminal Justice Education and Training Standards Commission approved the formation of a BLET Revision Committee to monitor the course and recommend revisions as necessary. The Committee, which replaced the Consortium, is comprised of administrators, trainers, and practitioners in the law enforcement field. The "BLET Revision Committee" still meets regularly to consider relevant and important issues affecting this curriculum.

This curriculum should never be considered a final product. The job of a law enforcement officer and the training of that officer are truly dynamic processes. This dynamism prohibits any curriculum from ever being final. The BLET Revision Committee is dedicated to yearly review and revision to ensure that the materials are engaging, practical, legally correct, and that they reflect the most current information available. A failure to do so would be a betrayal of the extensive analysis and development already devoted to this project. The Committee sincerely welcomes your comments and suggestions and is prepared to consider them in a timely and

systematic fashion. You are invited to contact the BLET Curriculum Coordinator at the North Carolina Justice Academy (910-525-4151) with your concerns and recommendations for improving this manual.

IX. ORGANIZATION OF THE BASIC LAW ENFORCEMENT TRAINING CURRICULUM- *Revised July 2010*

The Basic Law Enforcement Training course is organized by topic area. The curriculum is contained in two (2) notebooks - “*Instructor*” and “*Student*” versions. *Instructor* lesson plans provide instructors with detailed written guidelines for delivery of the lesson, including practical exercises and other class facilitation issues. *Student* lessons contain the identical text information, minus the aforementioned notes designed exclusively for instructors. Most, but not all lessons include handout materials. Every outline is supplemented by slides using Microsoft’s PowerPoint software.

A. Academic Checklist

Academic checklists contain several items of information.

1. A “lesson purpose.”
2. A list of “training objectives.” **Students should know and be told that materials in lesson plans that address an objective are typically used to construct all written and other performance tests items.** Training objectives also correspond to specific job tasks directly associated with law enforcement duties.
3. The minimum number of hours required for the topic area.
4. All instructional methods needed to deliver the lesson to include, but not limited to, lectures, practical exercises, and classroom discussions.
5. Training aids and equipment required to deliver the lesson.
6. References and resources used to prepare the lesson plan.
7. Study assignments when deemed necessary.
8. Name(s) of individuals(s) who developed the original lesson plan and sequential revisions.
9. The dates of lesson development and latest revisions.

B. Instructor Notes

“Instructor Note” sections are located immediately after the academic checklist section, but are only found within the “*Instructor*” manual. These notations provide detailed directions for instructors on how to administer the overall lesson, practical exercises and other activities. School directors should always direct instructors to read these notes prior to any delivery.

C. Lesson Plans

Student notebooks are largely narrative in style. They are written to provide an outline of the material, as a study guide to prepare for examinations, and as a source of reference after leaving the training experience.

As stated above, *Instructor* notebooks possess the identical text found in *Student* versions, but with additional directions inserted throughout. These additional notations designed exclusively for instructors are indicated by the bolded word “**NOTE.**” Directions that follow specifically inform instructors when to perform some activity or exercise designed to enhance the presentation. They include, but are not limited to reminders on when to show films/visual slides, distribute handouts, or provoke classroom discussion. All material in lesson plans MUST be covered. Required slides and videos/DVDs MUST be shown and mandatory practical exercises MUST be completed. Instructors may supplement the lesson plan by providing additional slides or additional material on existing slides, additional practical exercises, and additional videos/DVDs as appropriate.

School directors should remind instructors that narrative sections within *Student* and *Instructor* notebooks are identical; therefore, instructor versions are not a script of the presentation. They are instead a foundation upon which instructors build their presentation using the skills acquired in instructor training and through their experience. Although a minimum number of visual slides and handouts are included for each lesson, these supplemental materials are in no way intended to totally support the presentation. **Instructors still have autonomy within the context of what is provided to design an interesting presentation based upon a proper learning methodology and using individualized examples, questioning, exercises and a variety of audio-visual materials.** School directors should remind instructors that it is ultimately their responsibility to transform the objectives and the materials into dynamic and useful presentations.

D. Supplemental Materials

There are a variety of supplemental materials included with each lesson. Every outline includes a colorful array of photos, graphics and other visual aids using Microsoft’s PowerPoint software. These files are conveniently contained on CDs. Academies do not need to purchase PowerPoint to display, view or print slides. “Reader” software is installed on each CD; however, having the PowerPoint software package allows instructors to alter and enhance existing slide presentations as desired. Slides can also be printed from a computer terminal to create transparencies. As mentioned earlier, instructors should be encouraged to enhance the slides that are provided or create other supplemental materials.

Required handouts are used regularly throughout the course. They are in both notebooks. Additional handouts can and should be utilized to enhance delivery efforts. These include, but are not limited to recent newspaper/magazine articles relevant to the topic.

Some topics have study questions, programmed learning guides, and written exercises. In these cases, both notebooks contain the items, but answers and solutions appear only in the *Instructor* versions.

X. **SELECTING AND MANAGING INSTRUCTORS** – *Revised July 2012*

Instructor effectiveness and efficiency are paramount. There is no room for a “mediocre” instructor in BLET. School directors are ultimately responsible for the selection of quality instructors to guarantee appropriate training practices.

Instructors used in the Basic Law Enforcement Training course must be certified by the Criminal Justice Education and Training Standards Commission. Most instructors must have successfully completed an 80-hour instructor methodology course with subsequent application to the Criminal Justice Education and Training Standards Commission for Instructor Certification. If the application is approved, the newly certified instructor will be issued a “probationary” certification. This certification is valid for one year from the date of issuance. During this probationary certification period, the instructor must serve as lead instructor in an approved training program for a minimum of twelve (12) contact hours. The instructor must be evaluated by a certified school director during those twelve hours and receive a satisfactory rating on the evaluation. At the conclusion of the probationary certification, the instructor may apply for a “General” instructor certification. Instructors with General Certification must teach in an approved training program for a minimum of twelve (12) hours during their three year certification period in order to be eligible for re-certification. The instructor must be evaluated by a certified school director during those twelve (12) hours and receive a satisfactory rating on the evaluation in order to be considered for re-certification. It is the sole responsibility of the instructor to make application to the Criminal Justice Standards Division for this general certification and certification renewals. This certification, when granted, is valid for a three-year period.

Each instructor should be selected on the basis of their ability, enthusiasm, expertise and dedication to law enforcement and training. Teaching ability and knowledge of the topic area are critical to successful leadership in the classroom. The school director should monitor and evaluate instructors continuously to ensure that both qualities are present.

As stated earlier, students must also complete a “Student Evaluation of Instructor” form (F-17) on every delivering instructor. A copy of this form is located at the end of every “*Student*” and “*Instructor*” lesson plan. If more than one instructor is used to deliver a lesson, students must complete one for each. School directors should carefully review every “Student Evaluation of Instructor” form when assessing performance. Documentation of ALL instructor evaluations shall become part of the academy records.

There are in excess of 50 accepted theories on learning. Many of these can be classified into one of four schools of thought: behaviorism, neo-behaviorism, cognitivism and humanism. Behaviorism is based purely on observable behavior. Neo-behaviorism recognizes stimuli and responses as the only valid indicators of behavior, but also considers what transpires between the stimulus and the response. Cognitivism suggests that individuals are rule-forming beings dependent significantly on the cognitive structure of the mind to learn either by inquiry or reception to learning. Humanism (based on humanistic psychology – Maslow) is self-directed learning. This is at the complete control of the learner. The learner will learn when they have a need or a desire to learn.

The following are examples of **conditions that adults experience while learning**. There are instances when several of these conditions may coexist. It should also be noted that although the final outcome of acquiring knowledge may be similar, the learning process may vary from student to student.

Repetition. Learning that takes place through the process of repeating an activity many times so that response becomes somewhat automatic without much concentration.

Trial and Error. Learning by selecting alternative steps toward an objective until the objective is met.

Observation. Learning by observing and imitating the behavior of others with whom the learner identifies until that behavior is evident in the learner.

Problem-Solving. Learning by identifying a solution to a specific problem. Employing the solution to conclude the process.

Systematic. Learning by accomplishing steps to meet a specific goal. When the steps can be articulated by the learner.

Translation. Learning by deriving meaning from information provided in communication. *In an attempt to find meaning in information, the learner must translate it into information that is familiar to the learner.*

Synthesis. Learning by creating new meaning is built on previous experiences.

Analysis. Learning by reviewing data and searching for meaning in an unstructured format.

Emotion. Learning based on an individual's perception, senses. Usually associated with emotional events.

Values. Learning by comparing and organizing one's own feelings on a larger scale toward an organization of attitudes that may be used in future situations requiring response by the learner.

Personal. Learning by comparing personal characteristics with others in an attempt to define "Self."

In addition to conditions under which adults learn, there are also characteristics of adult learners that have been identified from the various learning theories. It is important to be aware of these characteristics when structuring a learning environment.

A. Adult Learning Concepts

1. Are motivated to learn for a variety of personal and social needs. A trainer should be aware that there may be different needs for each learner.
2. Will learn best in an environment with few interruptions so that they can stay focused on the information being presented. Schedule training in an appropriate environment for the topical area.
3. Need meaningful experiences that bolster confidence and self-esteem. Feedback and positive reinforcement are essential to creating this atmosphere.
4. Need an opportunity for active participation. This increases motivation, adaptability and pace of learning. Instructors should plan a variety of

experiences to encourage participation. If appropriate, allow the learners to assist in the planning or leading of these experiences.

5. Will learn best if material is well organized and presented in a manner that is not condescending to adults. Instructors should be careful not to “talk-down-to” learners.
6. Learn best when learning experiences are problem-centered and they can use experience-centered responses. The instructor must be able to take into account the uniqueness of each learner.
7. Need feedback as to their learning progress. Instructors should provide continuous feedback as appropriate to each learner.
8. Have a great deal of life experiences from which they can draw parallel to new information. Instructors should provide a learning environment that allows for the sharing of these experiences.
9. Perceive themselves as self-directing, responsible, mature and independent learners. To facilitate these perceptions an instructor should foster an environment of openness and mutual respect.

B. Instructor Responsibilities

1. Remain “*currently knowledgeable in their area of expertise*” through practical experience and continued on-the-job application (9B.0301{f}{2}).
2. Develop and use current lesson plans provided by school director. Instructors **MUST** conduct all required practical exercises and utilize all mandated equipment and audio-visual aids noted in the lesson plans and/or instructor notes.
3. Prepare thoroughly.
4. Assume the proper attitude. Gain and keep control of the class, and ensure that all the objectives set forth in the lesson plan are thoroughly covered.
5. Avoid a monotone presentation. Good speech techniques, eye contact and clear articulation of the materials can assist in avoiding this behavior. Use normal conversational tone and identify students by name whenever possible.
6. Moving from point to point should be done smoothly, connected by meaningful transitions. This can be done by asking questions, recalling specific experiences, referring back to training objectives and frequently summarizing the material. Instructors should refrain from constantly telling “war stories” in lieu of teaching lesson plan materials.
7. Be conscious of posture and appearance. Avoid teaching to the projection of the training aid, or to the flip chart.

There is no substitute for a physically vital and enthusiastic delivery of the presentation. Enthusiasm is contagious. It is clearly evident to learners when the facilitator is sincerely

interested in the material being presented to the learners. If an instructor can convey this enthusiasm, the learners will develop a more favorable positive attitude about the training experience, making it successful. All school directors should be focused on identifying instructors that exhibit these qualities.

XI. AUDIO-VISUAL MATERIALS – Revised July 2008

The importance of using audio-visual materials in training presentations is undisputed, and there are some critical considerations. First, they should be used prudently to enhance the lesson. Audio-visual aids alone are not a substitute for the ideal synthesis of delivery methods that may be necessary to match the objectives. Second, instructors must be skilled in the use of these aids. They must be designed correctly, be accurate and be consistent with the overall lesson. In addition, the instructor must be proficient in the operation of the equipment necessary to employ the various media.

A. Usage

In evaluating the appropriateness of audio-visual usage, school directors should ensure that instructors do the following things:

1. Select an aid that will supplement specific instruction. Do not select the aid and then build the instruction around the aid. The aid should be prepared or selected after the instructor has determined the knowledge or skills to be conveyed to the class.
2. Select an aid that is reasonable and usable. The instructor should carefully examine all types of training aids which are available and then select one which is suitable, convenient, and inexpensive. The wrong aid may detract rather than add.
3. Prepare for use of the aid and be certain it is operational prior to delivery.
4. The instructor should have the aids arranged in a logical manner so to prevent its untimely use. Also, the lesson plan which has been prepared in advance should have a notation as to when each aid will be used.
5. Explain how the aid will be used, if necessary. If the aid is complicated or is difficult to understand, the teacher should explain how the aid will be used and for what purpose.
6. Display instructional aids so they can be seen by all students. If the aid is to accomplish its purpose, it must be seen by students from all angles. The finest aid is of no value if it cannot be seen. The instructor should not stand in front of the aid or otherwise make viewing difficult.
7. Do not let the aids dominate the lesson. Aids are to assist, not to replace the instructor. The students may miss part of the information if the instructor attempts to talk while preparing an aid for use. The instructor should not become so involved in using the aid that the students are completely forgotten.

8. Display aids smoothly. The instructor should try not to use too many aids, thus spending much time changing from one aid to another. The instructor should practice using the aids to avoid embarrassing mistakes.
9. Remove the aid when the purpose has been accomplished.

B. Visual PowerPoint Presentations

All BLET slide presentations were created using Microsoft's PowerPoint software and are stored on CD. PowerPoint software is **not** needed to view or show slides. "Viewer" software is installed on CDs to ensure display capabilities; however, academies are strongly encouraged to purchase PowerPoint. Doing so will enable instructors to adjust slide, text and background color schemes to match individual LCD capabilities and classroom lighting. Possessing PowerPoint software will also allow instructors to incorporate slide animation effects and other graphics of their choosing to enhance delivery efforts. Academies lacking the proper hardware (i.e., LCD projector or monitor) to view presentations as intended, may still create transparencies from each CD file. To do so, simply print hard copies of desired slides from a computer terminal to create transparencies. Please note that some of the slide graphics and photographs may not print or photocopy clearly. For best results, agencies should consider purchasing a computer and LCD projector or monitor.

Several diagrams and other reference materials are contained on PowerPoint slides. Instructors are encouraged to print each and provide as handouts to students.

NOTE: PowerPoint slides are a supplement to delivery efforts and do not serve as a substitute for any text materials contained in lesson plans.

C. Videos/DVDs

All required and optional videos/DVDs are found within individual lesson plan academic checklists. The North Carolina Justice Academy (NCJA) produced many of the required videos/DVDs which may be purchased as a set or individually. Contact the NCJA Bookstore in Salemburg to purchase videos/DVDs produced by the Justice Academy. Outside vendor videos/DVDs must be contacted independently and ordered. Additionally, the NCJA has a limited number of BLET videos/DVDs for temporary loan to delivery sites. School directors should contact the NCJA campus libraries for video/DVD loan procedures.

Instructors are encouraged to use additional videos/DVDs to supplement delivery efforts.

XII. **MANAGING PRACTICAL EXERCISES** - *Revised January 2013*

A number of the topic areas of the Basic Law Enforcement Training course have portions of the instruction, which may be termed "practical exercises." Practical exercises may be required as a part of performance testing or may be structured as a part of the curriculum for familiarization of skills rather than mandated testing. School directors must remember there are two additional options to be considered. First, the practical exercises not required to be graded might in fact be graded within the context of a local school requirement. Second, additional exercises beyond those in the curriculum can be designed to facilitate the learning of the subject matter.

NOTE: Practical exercises shall be designed and conducted as learning experiences for the participants. Exercises that are structured to simply “get” the participant or demonstrate the superior knowledge, skill and ability of the instructor can result in an attitude of “why try” on the part of the participant. Efforts shall be made by the school director to impress this learning philosophy on the topic instructor.

Using forms provided in the lesson plan, instructors may be required to evaluate a student’s performance during practical exercises, some with pass/fail criteria (i.e., Law Enforcement Driver Training, Subject Control/Arrest Techniques, Physical Fitness Training [POPAT], etc.). Once performance skill testing has been completed, these forms shall be retained as a part of the course records. School directors should also consider designing additional forms of a similar type when they choose to use performance evaluations as a part of their overall testing procedure.

A. Written Documents

Each practical exercise should be accompanied by a written scenario (or script) prepared or approved by the school director. Scripts ensure that every student is exposed to the identical set of circumstances with pre-determined outcomes for which they are evaluated. Scripts also eliminate role player “ad-libbing.” Furthermore, agencies who script their role play scenarios have detailed documentation on how students were actually trained given a particular scenario. This may be useful when defending an agency or school position in legal matters. Written scenarios should include:

1. List of objectives and the skills to be addressed.
2. Explicit directions for instructors, students, role-players, etc.
3. A list of equipment required for the exercise.
4. Evaluation sheets to document a student’s participation and grade. Some lesson plans have designated forms and criteria. In other exercises, the record of participation and scores are the responsibility of the school director. In either case, these records are an important part of the course file.

B. Safety Control and Management

Prior to the commencement of any practical exercises that could result in injury or death, the instructor will review the safety briefing form provided with all participants, to include role-players and students. The instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student’s file.

Additionally, a formal safety inspection of the participants and all potentially dangerous equipment must be conducted to ensure that neither students nor role-players are in possession of live ammunition and that no dangerous items (e.g., loaded shotguns) are inadvertently left in vehicles used in the exercises. All participants must be briefed on what to do if any injuries occur during the exercises.

The use of blanks can add noise to the realism of an exercise. School directors choosing to use blanks must restrict use to “primer only” cartridges. Added safety responsibilities

come with this realism. If the school director elects to utilize primer only blanks in any setting, loading of primer only blank cartridges must be done under direct supervision of the exercise coordinator. Such primer only blanks must be test fired into cardboard prior to the exercise to ensure there is no penetrating capability. Even after this testing, extreme caution must be exercised to ensure weapons loaded with primer only blanks are not aimed at participants and discharged in close proximity of participants. In those instances where a school director elects to use “force on force” training aids such as marking ammunition and/or blanks, extreme caution must be exercised. Instructors who are authorized by the school director to use “force on force” training aids such as marking ammunition and/or blanks, or projectiles of a similar nature, while conducting an exercise must first be trained in the proper use of “force on force” training aids such as marking ammunition and/or blanks and safety requirements relating to them. Furthermore, American National Standards Institute (ANSI) rated safety glasses must be worn by all participants (instructor, role-players and trainees) in the exercise. Additionally, great concern must be held for the use of actual knives and other equipment which could potentially cause a serious accident.

For safety reasons, role-players must be given particularly strict instructions concerning the need to “stick with the script” and not to “ad lib” during role-playing exercises. The tendency of the role-players to escalate the intensity of the scenarios must be controlled by the instructors.

Instructors at each exercise scene must be placed in complete control of the exercise scene and instructed to terminate any exercise when it appears to be out of control or dangerous to the role-players, students, or others.

Safety is the responsibility of the school director.

C. Implementing Practical Exercises

1. Selection of Sites

Three options are presented here with the advantages and disadvantages of each with particular reference to the availability, security, and disadvantages of each, and realism of the site for the role-play.

a. Classroom

Advantages: Readily available.

Disadvantages: Unrealistic setting, confined area does not allow for movement of role-players.

b. Selected Sites in the Community

Advantages: Realistic, promotes good police-community relations.

Disadvantages: Time-consuming and difficult to acquire consent, difficult to control and secure perimeter. School directors must notify all law

enforcement agencies and surrounding residents. People unaware of the problems can inadvertently become involved. There is risk of personal injury and/or property damage.

c. Controlled Environment

Advantages: Army reserve centers, military bases, fairgrounds, private business warehouses, are often available, easily controlled and secured.

Disadvantages: Considerable red tape, distance from training facility.

2. Selection of Role-players

Here as well, there are several options that balance advantages and disadvantages, particularly regarding cost, availability and realism.

a. Students

Advantages: More involvement among class members, development of empathy, sharpens students' awareness and perceptions from different viewpoints, increases learning process, easily available, no cost.

Disadvantages: Hesitation, awkwardness in playing roles, confusion of role identification, personal involvement with other recruits hinders objectivity, difficult to contain role.

b. Local Drama Workshops or Colleges or Other Schools for Students

Advantages: Somewhat accessible, no cost, yet some reward (if credits are provided), some control over behavior through their instructors.

Disadvantages: Not knowledgeable about police issues, tendency to overreact, liabilities if injured.

c. Community Groups for Volunteers

Advantages: Most realistic, promotes good police-community relations, no cost.

Disadvantages: Time-consuming and difficult to make contacts, difficult to control, reliability, liabilities if injured.

d. Departmental Officers on Overtime

Advantages:	Experience and expertise in field, readily accessible, easily controlled, less liability factors.
Disadvantages:	Costly, knowledge can hinder their ability to follow instructions, conflicting schedules, less realistic.

Whatever means are used to acquire role-players, it is imperative that they be given clear, well-defined parameters of their roles, (e.g., ceilings of anger or resistance). The boundaries and expectations of roles in the preparation of the actors cannot be overemphasized. Video recording feedback is an excellent way (although time-consuming) to enrich the learning from the role-plays.

Local college media departments are often available for these services.

D. Evaluating Practical Exercises

Verbal feedback about the students' performance is critical; without it, the role-play is incomplete because the debriefing must reinforce positive behavior and attempt to remediate problematic actions. One method of ensuring a debriefing procedure, which involves the student actively in his/her feedback, is for the evaluator to provide a verbal debriefing while the student takes notes. It is then the student's responsibility to organize the feedback in written format and present it to the evaluator for review. The student's own written review of the evaluator's verbal debriefing reinforces the feedback. In addition, there must be, as mentioned earlier, a record of student performance/participation in exercise.

School directors must remind instructors and role-players that the purpose of exercises is to allow students to practice and demonstrate skills. Proper application of skills must be reinforced.

Exercises must never be "no-win" situations. A student performing correctly must be rewarded with an exercise "going well" and receiving positive feedback. Conversely, deficient skills must result in "realistic" consequences in the exercise and corrective feedback.

XIII. TESTING AND REMEDIATION - *Revised July 2012*

A. Testing Methods

Written tests for each topic MUST be constructed and administered to each student periodically during the Basic Law Enforcement Training Course. Practical exercises/tests should also be developed as needed to further measure the students' comprehension of the material. Examinations should be administered as soon after the instruction as possible to allow for an early indication to both students and academy staff of student problems or success in comprehending subject matter. In some topics, specific performance tests are mandated by the curriculum.

Examinations are to be designed to test the mastery of training objectives for each topic so that a determination of proficiency or deficiency can be made. To that end, a written test must be developed for each topic.

Examination scheduling is left to the discretion of school directors; however, the Basic Law Enforcement Training curriculum is designed to accommodate an hourly test for each week. This can be adjusted in any fashion as long as twenty hours (including the state exam) are devoted to testing, exclusive of performance testing in some topics to be conducted within the topic itself.

Written examinations should be given to the entire class at the same time. A time limit for the exam should be established for scheduling purposes. All examinations should be monitored by the staff, and students should be allowed to leave the testing area after completing the exam. All students should be aware of the type of exam, how and when they will be tested to enable them to properly prepare for the examination. Students should be reminded that examinations will be prepared from the portions of the curriculum that address the training objectives. Instructors shall not provide advance information as to what the specific test questions will be. Students should be encouraged, however, to form study groups and prepare study questions from the material.

B. Methodology for Test Question Development

Instructors are the best source of test-question items. Instructors must be oriented to the proper methods of writing test items, and informed that they shall not “teach to the test questions.” If a sufficiently large pool of questions can be developed, it may be appropriate to not advise course instructors as to which of the many questions in their subject area will be included on a particular examination. Again, instructors shall formulate their questions from the material addressed by the training objectives. **A good rule of thumb is to develop at least 4 questions for every training objective.** This directly exposes students to objective materials in a variety of avenues and enables instructors to determine student “mastery” of an objective. For example, if student John Doe answers 3 of the 4 questions related to an objective correctly, he has scored a 75% on that objective.

Testing Options

1. Written Examination questions can be constructed in a variety of formats. The following examples represent written test items designed to measure the same area of student knowledge.

- a. Multiple Choice

EXAMPLE: One of the goals of the judicial component of the criminal justice system is to:

- a) prevent crime
 - b) maintain law and order
 - c) supervise releases in the community
 - d) provide for due process of law

- b. True-False

EXAMPLE: One of the goals of the judicial component of the criminal justice system is to provide for due process of law. The preceding statement is:

- a) true
- b) false

c. Listing

EXAMPLE: List the goals of the judicial component of the criminal justice system:

d. Fill-in the blank

EXAMPLE: One of the goals of the judicial component of the criminal justice system is to:

e. Essay

EXAMPLE: In the space provided, describe in your own words one of the goals of the judicial component of the criminal justice system.

Any of the formats above are educationally valid; however, “list,” “fill-in” and “essay” questions possess two distinct concerns: (1) they are difficult and time-consuming to grade (especially where there is a need to arrive at a percentage score); and (2) they can be affected by subjectivity, whimsy, bias, etc., on the part of the grader.

“True-false” questions are easy to score but, because they are only two choices, they are subject to student guessing.

2. Test Item Construction

a. Multiple-Choice Questions

Multiple-choice questions, when well-written, are probably the best type of questions to use in a written examination to measure student knowledge. Some tips on writing multiple-choice questions are listed below:

- (1) When creating multiple-choice questions, begin with a precisely-worded, unambiguous statement (premise) that you expect a good student to know (e.g., “One of the goals of the judicial component of the criminal justice system is to provide for due process of law.”) Then find a natural point in the statement (usually after the verb) to insert a colon (:) so that the remainder of the sentence can be one of the alternative answers (distractors). Next, choose several phrases similar in length and phraseology to the correct answer for the other distractors of the question.

- (2) Normally, four distractors should be offered to the student; the correct answer, an obviously wrong answer, and at least one alternate answer that would perhaps be selected by a student who did not absolutely know the correct answer.
- (3) Use the “incomplete sentence” format as it is easiest for a student to understand. An alternate method is to write the multiple-choice premise as a question (followed by a question mark). In such cases, each alternate answer must be a complete sentence.
- (4) Whenever negative statements (“which of the following statements is not...”) or emphatic statements (“the most important . . .” or “the least important . . .”) are used, the emphatic word (“not,” “most,” “least”) should be highlighted by capitalization or underscoring.
- (5) Avoid choices “None of the above are correct,” “All of the above are correct,” etc.
- (6) Avoid “multiple-multiples” such as “A and B are correct,” “B and D are correct,” etc.
- (7) Keep all the distractors about the same length and phrased with the same degree of difficulty, so that the correct answer cannot be inferred because it is longest, shortest, or contains greater or lesser detail than the others.

The following are examples of *adequate* and *inadequate* multiple-choice questions

(a) Adequate

Adequate multiple choice questions will:

- 1) Have incomplete distractors and sentences that potentially complete the stem of the question. They are easy to understand.
- 2) Be similar length and complexity causing the test taker to properly discriminate among the choices before arriving at a choice.
- 3) Have no obviously right or wrong choices.

The following is an adequate multiple choice question (correct answer in italics):

At the arraignment, the defendant is:

- a) **given a preliminary hearing.**
- b) *advised of the charges against him/her.*
- c) **questioned by the Grand Jury.**
- d) **required to appear.**

(b) Inadequate

The following is an example of an inadequate multiple choice question (correct answer in italics):

At the arraignment, the defendant is:

- a) **notified of the Res Judicata.**
- b) **advised of the charges against him/her.**
- c) *advised of Miranda, Nolo Contendere, Voir Dire, and in-camera hearing rights.*
- d) **in the custody of the sheriff.**

The above question is inadequate for the following reasons:

- 1) The correct answer is more complex than the other choices.
- 2) The correct answer is obviously longer than all of the distractors.
- 3) The correct answer is more likely to be chosen by test takers who do not know the answer.

b. True-False Questions

True-False questions are not always recommended. They decrease the taxonomy of the test because test takers have a 50 per cent chance to guess the answer. It is better to use multiple choice questions with four or five distractors so that the test taker is challenged to discriminate among more alternatives. The objective is to measure student mastery of subject matter. True-false questions are not considered to be the preferred method to accomplish this.

True-False questions can be constructed from any complete sentence involving a multiple-choice premise and its distractor. A True-False statement should always be followed by the words, "The preceding statement is (a) true (b) false."

After instructors have been advised of the types of question formats, they should be encouraged to devise their own questions and to submit them to the school director. To maintain standards of the academy, no questions shall be used unless they have been approved by the school

director. Questions should be evaluated for clarity, fairness (i.e., no “trick” questions should be allowed), ambiguity, correct format, grammatical construction, correct answer, relevance to the Instructor Lesson Plan, and, of course, relevance to a particular training objective. If any question cannot be related to a training objective, it shall not be used.

Academy staff should guard against using only a single question to test a training objective in a written examination. It is recommended that three or more questions be used to measure a training objective. A more comprehensive sampling of test items is recommended in order to comprehensively measure student mastery of subject matter.

c. Evaluating test questions

After all examinations have been preliminarily graded, a summary of students’ responses to each of the exam items should be made and a critique and item analysis of the exam conducted. Questions may be eliminated (or “double-keyed”) based on student feedback during the critique, a formal item analysis, or knowledge that the question is technically incorrect or that the subject matter covered by the question was not presented to the students.

If an item analysis is conducted, it should be designed to compare students’ responses of only the “best” performers (either on the test, or generally throughout the basic course) with the answers of the “worst” performers. Test item responses from the “middle” performers in the class are statistically irrelevant and may be overlooked in an item analysis. When the item analysis results indicate that most of the best performers answered an item correctly and most of the worst performers answered incorrectly, the item can be regarded as having accomplished what it was designed to do, and should be retained. If, on the other hand, most of the best performers answered an item incorrectly, the question should be seriously considered for elimination from the examination. Occasionally, most of the best performers will answer a question incorrectly while most of the worst performers will, incongruously, answer the question correctly. When this occurs, the question is suspect, but its elimination would result in a reduction of the total number of items in the exam, thus giving proportionately more weight to the items remaining in the exam. This has the effect of penalizing the worst performers, some of whom might fail the examination based on the increased weighting of their incorrect answers in the examination. Questions should, therefore, be struck from future exams, but retained in the exam already given.

d. Academy test pool

Each academy should develop a “pool” of test questions, items and practical exercises that are designed to measure each of the training objectives for the Basic Law Enforcement Training Course. The school director shall determine how many questions are appropriate to

satisfactorily test a particular training objective. The total number of items in the test pool should **greatly** exceed the actual number of questions that will be included in all examinations that will be administered to students attending a basic course. Question test items in the pool should be filed by “Subject Title,” and by training objective number. Every question should at least be “matched” or replicated by another question of the same difficulty level which tests the same training objective so that different questions can be used for remedial purposes. **All questions should be subjected to ongoing analyses to ensure they are not too easy, difficult and/or no longer relevant to the curriculum.**

3. Written Performance Examinations

Written performance examinations can be used to test some performance-oriented objectives. Examples include preparing a police report, preparing departmental correspondence, etc. These types of objectives must be tested through actual completion of the task (i.e., preparing the document). Consideration should be given to assigning the grading of tests of performance-oriented objectives to the original instructor of the course (rather than to an academy staff member), but the instructor should be advised as to the relative weight of the component “activity” of the student’s written examinations.

For example, the amount of impact that spelling errors in a student’s completed document should be limited so that an instructor with a low tolerance for spelling errors could not fail a student who has mastered all the techniques required to properly complete the document simply because of misspellings. In addition, it is important to weigh such a performance component so that a student who demonstrated the correct techniques necessary to complete the report or correspondence and who thereafter did not make spelling errors in preparing the report could be objectively given a higher grade than a student who demonstrated the correct techniques necessary to complete the report and who thereafter did make spelling errors in the written document.

4. Performance Skills Examinations

This type of examination was discussed somewhat in the section on practical exercises. The testing process should be thoroughly explained to students and observers, objective grading criteria should be used, the performance should be documented and the student should receive feedback on the performance.

Where there is mandated skills testing, Commission specifications on testing must be followed. Where there is no mandated skills testing and the training objectives are sufficiently designed for actual performance, instructors should be encouraged to design a performance skills examination. One advantage of this testing process is that it reinforces skills acquisition in the psychomotor learning areas.

C. Remediation

As already noted, academic and/or performance examinations must be administered to each student enrolled in the course. Results of such examinations are used to determine the students' satisfactory achievement of training objectives that have been established for the course. Whenever a student's performance in a functional area is determined to be failing, remediation efforts should be undertaken immediately.

Remedial instruction may only be given by certified academy or instructional staff. Remedial activity should start as early as possible after failure is detected so that a student does not fall so far behind that the student's early failures predispose later failures due to the "building-block" nature of the material presented.

It is recommended that testing after remediation occur only once. A pattern of failures on remediation attempts might indicate a serious deficiency in the topic area. A record of all testing for each topic area shall be maintained, including the original and remediation scores.

XIV. **REVISIONS AND LEGAL UPDATES: Coding Systems** – *Revised January 2013*

BLET revisions, enhancements, changes, and legal updates occur bi-annually. Coding systems have been developed to ensure BLET school directors and instructors possess the most current materials available for all BLET lesson plans, CDs and videos/DVDs. **It is imperative that all instructors use the correct and most up-to-date versions.** Furthermore, school directors are responsible for making certain their instructors use current materials. Current revision code listings for lessons can be obtained by contacting the BLET Curriculum Coordinator in Salemburg (910-525-4151) or by visiting the BLET web page on the NCJA website at: <http://ncja.ncdoj.gov/NCJAHome.aspx>.

To locate the BLET web page, click on "Commission Courses" and then click on "Basic Law Enforcement Training."

A. Videos/DVDs

All required and optional videos/DVDs are found within individual lesson plan academic checklists. The North Carolina Justice Academy (NCJA) produced many of the required videos/DVDs which may be purchased as a series or individually. To purchase the NCJA BLET videos/DVDs, contact the NCJA Bookstore in Salemburg. Outside vendor video/DVD resources must be contacted independently. Additionally, the NCJA has a limited number of BLET videos/DVDs for temporary loan to delivery sites. School directors should contact NCJA campus libraries for video/DVD loan procedures.

N.C. Justice Academy BLET videos/DVDs are coded by the year in which they were produced, redistributed or revised. Outside vendor videos/DVDs are coded by copyright date. A current video/DVD list is available on the BLET web page.

<http://ncja.ncdoj.gov/getdoc/85c25fd2-0e0e-4e02-927a-4adb73462d97/BLET.aspx>

B. Lesson Plans

On the first page of **every** lesson plan's academic checklist, the letters "BLET" will appear at the top, left hand corner, directly under the header. The topic number(s) following the letters "BLET" will indicate the suggested order of course delivery. For

example, the *Course Orientation* lesson plan is coded “BLET:01.” When revisions occur, sequential letters are added after the topic numbers. For example, when the *Course Orientation* lesson was revised for the first time, the code was changed to “BLET:01A.” The second *Course Orientation* revision was changed to “BLET:01B.” A lesson plan revision code list is available on the BLET web page.

C. CDs

All BLET CDs coincide with the current edition of BLET.

D. Lesson Plan Correction and Revision Form

School directors and BLET instructors who encounter or identify lesson plan typographical, content or other errors/omissions during a delivery are encouraged to document them on this form (See Section XVI - BLET Forms). This same form may also be used to address other areas of concern regarding audio/visual aids and suggest curriculum changes or enhancements. Recommendations should be listed in detail on the form and mailed directly to the BLET Curriculum Coordinator at:

N.C. Justice Academy
PO Box 99
Salemberg, NC 28385

XV. **COURSE DELIVERY** - *Revised January 2014*

Delivery of the BLET curriculum should be a planned sequence of activities which facilitate student performance. Lesson plans for each topic are provided as a model outline for instruction to ensure students learn and become proficient with each training objective.

Sequence: The sequencing of topics is an important phase of the course. The recommended order of presentation is based upon several factors to include: to facilitate learning, to teach certain critical areas (e.g., legal topics) early in the course, to separate “skill” areas to facilitate learning and retention, to divide and prevent concentration of legal areas when conducting weekly examinations, and to ensure that certain topics have prerequisites completed in a logical sequence. Regardless of the chosen sequence, **EVERY** lesson must be administered regardless of agency jurisdiction or primary service delivery type.

The following table is the suggested order of lesson delivery for BLET and the minimum number of required instructional hours for each. NOTE: “*Course Orientation*” must always be the topic that is delivered first.

TOPIC	HOURS
Course Orientation	2
Physical Fitness Training	54
Ethics for Professional Law Enforcement	4
Arrest, Search & Seizure / Constitutional Law	28
Elements of Criminal Law	24
Communication Skills for Law Enforcement Officers	8
Law Enforcement Radio Procedures & Information Systems	8
Field Notetaking & Report Writing	12
Interviews: Field & In-Custody	16
Subject Control / Arrest Techniques	40
Juvenile Laws & Procedures	8
Fingerprinting & Photographing Arrestees	6
Responding to Victims & the Public	10
Firearms	48
Criminal Investigation	34
ABC Laws & Procedures	4
Motor Vehicle Law	20
Law Enforcement Driver Training	40
Crime Prevention Techniques	6
First Responder	32
Domestic Violence Response	12
Controlled Substances	12
Techniques of Traffic Law Enforcement	24
In-Custody Transportation	8
Traffic Crash Investigation	20
Explosives and Hazardous Materials Emergencies	12
Individuals with Mental Illness or Developmental Disabilities	8
Crowd Management	12
Preparing for Court & Testifying in Court	12
Patrol Techniques	28

Sheriff's Responsibilities: <i>Detention Duties</i>	4
Sheriff's Responsibilities: <i>Court Duties</i>	6
Civil Process	24
Anti-Terrorism	4
Rapid Deployment	8
Human Trafficking	2
TESTING	16
TOTAL	616

Audio-visual classroom equipment: The primary media used in BLET are PowerPoint slides and video/DVD. Each school must own, and have in its designated classroom(s), the equipment necessary to display these media. Designated classroom(s) must also have a suitable writing surface such as a flip chart, white board, or chalkboard. Note: Delivery sites may choose to display the PowerPoint slides by means of a transparency projector or a document camera.

The following guidelines for curriculum administration are simply an overview of each topic and **DO NOT** replace instructor notes within lesson plans. Additional forms and material requirements may be found within actual lesson plans and not in the *Course Management Guide*. Therefore, instructors shall carefully review each lesson prior to delivery and adhere to all instructions when teaching BLET materials.

BLET: 01

Title: **Course Orientation** (2 hours)

1. Course Orientation is intended to familiarize students with relevant administrative rules and requirements of the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission. Additional academy testing requirements, dress codes, grooming expectations, disciplinary processes, and other rules and policies should also be discussed during orientation. **Course Orientation must be the first topic delivered and MUST be taught by the BLET School Director or his/her qualified assistant.**
2. Every provision must be explained thoroughly and students given the opportunity to ask questions. At the completion of the Course Orientation, it is required that students complete and be given a copy of the "*Acknowledgment of Certification Requirements*." This form must be filed in school records.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Audio-visual classroom equipment (to be used in all blocks of instruction)

BLET: 02

Title: **Physical Fitness Training** (54 hours)

Lecture: 8 hours

Fitness Assessments, Exercise Routines, & POPAT Testing: 46 hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Physical Fitness Instructor.
2. Students must be examined by a medical doctor prior to any fitness testing or exercise program. They shall have their physicians complete a medical history statement (F-1) and an examination report (F-2). The examining physician shall be made aware of what students will be required to do during the training program. Students must also complete the *Health Fitness Form/Physical Activity Readiness Questionnaire* immediately prior to assessments. The Physical Activity Readiness Questionnaire and acknowledgements for each assessment, for each student, must be completed by the student, reviewed by the instructor, and must be retained in the student's BLET file. Specialized Physical Fitness instructors shall review medical screening forms prior to any fitness segment and sign an acknowledgement statement that they have reviewed the forms. Any physical safety concerns the instructor has must be discussed with the school director prior to delivering this block of instruction.
3. The three (3) hour per week exercise routine requirement **cannot** be combined into one or two day sessions. It must be distributed into 3 days per week in one hour increments unless fitness assessments or the POPAT are done during the week. One (1) Specialized Physical Fitness Instructor **must** be present for any fitness activity.
4. The fitness assessment battery is located in the "Instructor Notes" section of the lesson plan. The first fitness assessment shall be completed, graded, and results provided to students prior to the lecture. Instructors shall grade the first assessment, return and fully explain them at the beginning of the lecture. The lecture is much more effective when students have the direct results of their fitness testing in hand. Fitness assessment testing shall be conducted **at least three (3) times**: in the beginning, middle, and end of the course. Fitness assessment forms are provided as handouts and must be completed by the certified instructor(s). Upon completion, the form(s) shall be given to the school director for inclusion in the course file.
5. Using fitness assessment results, instructors should carefully design group exercise prescriptions for the class. Programs should be designed to improve "overall" student fitness abilities and prepare them for their final abilities test (i.e., POPAT). Student exercise programs shall incorporate a **wide variety** of activities to include aerobic events, weight training, calisthenics, and other various combinations. If possible, students should periodically receive individual counseling sessions to establish fitness goals and adjust other related lifestyle habits (diet, smoking cessation, etc.) as needed.
6. Each school director shall keep accurate fitness data, preferably a notebook. This includes, but is not limited to all medical forms, fitness assessments, fitness profiles, exercise prescriptions, injury records, doctor's notes/releases, a daily log of activities and POPAT results (to include practice attempts).

7. The **Police Officer Physical Abilities Test (POPAT)** course was inserted into this lesson for several reasons. Even though POPAT is strictly an “abilities” test, Specialized Physical Fitness instructors will be responsible for improving *unintended* student fitness attributes found in and directly related to POPAT. Furthermore, POPAT requires physical exertion with a potential for injury. Specialized Physical Fitness instructors must maintain a current CPR certification and are trained in injury prevention and treatment strategies.
8. POPAT shall be practiced regularly by students. School directors are strongly encouraged to document all student practice attempts on the “*POPAT Student Evaluation Form*” to monitor progress.
9. Students are only permitted two (2) final attempts to successfully complete **POPAT in 7:20 or less**. Should a student require a second attempt, it CANNOT occur on the same day. Students MUST be given at least 24 hours of rest between attempts. School directors shall establish a “final” testing date early in the program to alleviate any student misconceptions about what was considered “practice” and the actual test date for score. The term “final” shall be noted on the student’s final POPAT attempt evaluation sheet and retained as part of the student’s permanent file.
10. Several trained instructors may be needed to administer and document all aspects of POPAT properly.
11. School directors must complete and forward the *POPAT Post Course Delivery Form* to the Criminal Justice Standards Division.
12. Fitness Assessment and final POPAT testing **cannot** be conducted on the same day.
13. Procedures for satisfying deficiencies in Physical Fitness Training
 - a. There are two options available for satisfying a deficiency in the Physical Fitness topical area with the school director’s approval:
 - 1) The student shall be allowed to make up the deficiency at the original training site without enrolling in a subsequent delivery of BLET. Under this option the student shall be given **120 days** from the date the Comprehensive State Examination was administered to the original BLET course in order to successfully satisfy this deficiency. Students who select this option shall be allowed **two (2)** final attempts--with 24 hours of rest between attempts--during the 120 day period, or;
 - 2) The student shall be allowed to enroll in a subsequent delivery of BLET as a “limited enrollee” within 120 days from the date the Comprehensive State Examination was administered to the original BLET course in order to successfully satisfy this deficiency. Students who select this option shall be allowed **two (2)** final attempts--with 24 hours of rest between attempts--during the delivery period of the subsequent BLET course. The school director shall have the discretion to determine when an attempt to satisfy the deficiency may be scheduled.
 - b. Written authorization must be received from the Criminal Justice Standards Division prior to exercising either of the previously mentioned options.

- c. It is the responsibility of the individual student to continue exercising and preparing for their re-test effort.
 - d. Student access to the school's POPAT course for practice is at the discretion of the school director.
 - e. If a student elects to enroll in a subsequent delivery of BLET at another institution, then the student must still pass the standards set at the original school.
 - f. A certified Physical Fitness Instructor is the only person qualified to administer and grade the fitness re-test.
14. The following videos are required to be presented during this block of instruction:

Physical Fitness for BLET, NCJA Video Unit (1997)
Police Officer Physical Abilities Test, NCJA Video Unit (2000)
BLET Physical Assessment, NCJA Video Unit (2004)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

1. To conduct fitness assessments:
 - a. Sphygmomanometer (blood pressure cuff)
 - b. Stethoscope
 - c. Minimum of three (3) 12" step boxes (optional)
 - d. Bench press apparatus
 - e. Vertical jump measuring system
 - f. Exercise mats for sit-ups
 - g. Marked running area for 1.5 mile and 300 meter runs
 - h. Duty belt
 - i. Magazine pouch
 - j. Handcuff case
 - k. Handcuffs
 - l. Flashlight ring
 - m. Flashlight
 - n. Radio (duty issued or duty type)
 - o. Training handgun
 - p. Scales
 - q. Calculator
 - r. Stopwatch
2. To conduct effective cross-training programs:
 - a. Weight room
 - b. Open area (gymnasium, parking lot, grassy field)
 - c. Marked off running areas safe from traffic congestion
3. Classroom props: various samples of food containers

The accredited institution/agency must establish a standardized physical fitness uniform for use by all trainees to include, but not be limited to pants, shirt, physical fitness gear and billed ball cap.

BLET: 03

Title: **Ethics for Professional Law Enforcement** (4 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Instructors teaching this lesson should read Joycelyn M. Pollock-Byrne's book, *Ethics in Crime and Justice, Dilemmas and Decisions*, 1997. It realistically describes the basic concepts discussed in this block of instruction on ethics, morals, professionalism, and duty while applying these concepts directly to the law enforcement profession.
3. It is especially important for instructors to emphasize that new officers must self-initiate a "socialization" process into the law enforcement profession by first understanding what expectations are being imposed upon them, and then by understanding the responsibilities they have accepted by choosing this profession.
4. School directors should *carefully* select the individuals to teach this lesson. Instructor demeanor must be professional and realistic, not idealistic or cynical in nature.
5. Instructors should emphasize that the concepts learned within this block can be applied by students to all BLET topics and taken with them into their professional careers as law enforcement officers.
6. To further promote this topic most of the other BLET lesson plans include three ethical dilemmas for classroom discussion. They are located in the instructor note section of the lessons. Students must be presented with each dilemma as directed. Instructors are encouraged to create additional dilemmas as desired.
7. The following video is required to be presented during this block of instruction:

Ethics for Professional Law Enforcement, NCJA Video Unit (1995)

BLET: 04

Title: **Arrest, Search & Seizure / Constitutional Law** (28 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Due to the intricate nature of this material, it is recommended that this block of instruction be taught by an attorney who is very familiar with criminal law and procedure.
3. Every student **must** have a copy of the current edition and supplements of Robert Farb's textbook, *Arrest, Search, and Investigation in North Carolina*.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- *Miranda* rights warning cards (available from the Legal Center at the North Carolina Justice Academy)
- Current edition and supplements of Farb textbook

BLET: 05

Title: **Elements of Criminal Law** (24 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Due to the intricate nature of this material, it is recommended that this block of instruction be taught by an attorney who is very familiar with criminal law and procedure.
3. At II.A. is found an introduction to legal materials.
4. At II.B., instructors will find textual material, “Distinguishing Criminal Matters from Civil Matters.”
5. There are some offenses officers must be able to recognize “on sight” without references. Thus, at II.C., twelve offenses have been selected for which emphasis is placed on memorization of elements.
6. At II.D., factually detailed hypotheticals are designed to place a greater emphasis on research and analytical skills, as opposed to the mere memorization of statutes. It is felt that this approach more closely resembles “real life” skills officers utilize in the field, namely: basic knowledge of general types of crimes; careful analysis of facts; and the use of *NC Crimes* to properly identify crimes.
7. A “Legal Glossary” and a “Legal Terms Checklist” are provided as handouts. Instructors need not devote class time to these handouts. Students should be told to review the checklist, mark unfamiliar terms, and then consult the glossary as a self-study project.
8. As an introductory matter (before the first class meeting of this block), students should be given a reading assignment of Chapters 1-5 in *North Carolina Crimes*. Adequate class time should then be spent covering the key concepts of states of mind, bars and defenses, participants in crimes, and “general” crimes. Instructors may wish to utilize the relatively “simple” elements of homicide offenses as a reference topic and aid to understanding.
9. The instructor is responsible for keeping up with court decisions and legislation that may become effective after publication of the most recent edition of BLET. (The School of Government publishes *Administration of Justice Memoranda* that discuss legislation affecting criminal law and procedure after each session of the General Assembly, as well as annual supplements to *North Carolina Crimes*).

10. The following video is required to be presented during this block of instruction:

Elements of Criminal Law, NCJA Video Unit (1997)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Book: Most current edition of *N.C. Crimes & Supplements* (Students may provide their own copy.)
- Book: Most current edition of *N.C. Criminal Law and Procedure* (Students may provide their own copy.)

BLET: 06

Title: **Communication Skills for Law Enforcement Officers** (8 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. There are a large number of practical exercises within the lesson. Instructors need to possess excellent communication and facilitation skills in order to teach the block and properly facilitate the exercises.
3. The video recording of all BLET practical exercises enhances their use. Video recording should especially occur in this block in order to properly facilitate the learning.
4. The following video is required to be presented during this block of instruction:

Communication Skills for Law Enforcement Officers, NCJA Video Unit (1997)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Video recording equipment or audio tape recorder

BLET: 07

Title: **Law Enforcement Radio Procedures & Information Systems** (8 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. It is recommended that the person selected to teach this block of instruction be either a telecommunicator or telecommunications supervisor. The subject matter requires a thorough working knowledge of the information that a telecommunicator can obtain from the Division of Criminal Information Network (DCIN), State Bureau of Investigation.
3. The following video is required to be presented during this block of instruction:

Terrorist Screening Center, TV Studio, FBI Academy, Quantico, VA, May 2009.

BLET: 08

Title: **Field Notetaking & Report Writing** (12 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This block of instruction should be administered with concentrated emphasis on student involvement with practical exercises. Students should spend as much time as possible writing reports from scenarios provided and developed by the instructor. Student writing shall be thoroughly reviewed, corrected, edited, and promptly returned by the instructor.
3. The two DCIN forms, the Incident/Investigation Report and the Supplementary Investigation, shall be explained in detail. Two sample reports are provided as handouts. Have students review and edit the “Robbery” and the “BE&L” sample reports for accuracy and thoroughness.
4. There are several videos/DVDs to be shown during this block of instruction. The instructor shall preview each and use them when it most appropriately assists the students’ progress with the material.
5. The instructor must provide ample copies of blank DCIN forms to be used in this block of instruction. Forms may be obtained from DCIN or copy attached blank forms.
6. The following videos are required to be presented during this block of instruction:

Report Writing, MTI Film & Video (1987)

Report Writing Videotape Series, LERC and Dean Berry Associates, Inc. (1990)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- N.C. Incident/Investigation Report (DCI - 600 F), 4 copies per student
- N.C. Supplemental/Continuation Report (DCI - 603F), 4 copies per student

BLET: 09

Title: **Interviews: Field & In-Custody** (16 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This lesson provides students with a basic working knowledge of interviewing witnesses, victims, and suspects. It should be stressed to the student that *Miranda* and other rights will be addressed elsewhere in the BLET program, as are officer concerns. The instructor should emphasize that there are many times when an interview specialist should be utilized to interview particular persons such as children, emotionally traumatized victims (rape victims, etc.), and major crime suspects.

3. Practical exercises form an important component of this block and adequate time must be allocated for their completion. If a student fails to perform in the exercises satisfactorily, the instructor should immediately address the problem with the student and take whatever corrective actions are necessary to ensure the student's ability to perform the skills.
4. It will take at least five hours for twenty students to complete this process if each student conducts a fifteen-minute cognitive interview conducting one interview at a time. One instructor per twelve students, or portion thereof, is required to complete this instructional segment.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Video recording equipment

BLET: 10

Title: **Subject Control / Arrest Techniques** (40 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Subject Control and Arrest Techniques Instructor.
2. This lesson teaches a combination of techniques designed to enhance officer safety, control resistive subjects and successfully arrest persons. Included are handcuffing applications, pressure point techniques, weapon retention strategies, ground defense maneuvers, and straight baton strikes/blocks. Instructors are to administer the classroom lecture before demonstrating any technique. It is recommended that the unit be taught in ten, four-hour blocks of instruction.
3. Students should be provided with ample time to practice the skills until deemed proficient by the instructor. This lesson requires performance testing which will be documented on the pre-designed evaluation form.
4. The training environment may be enhanced using realistic simulation drills. Instructors may develop role play scenarios **using proper safety equipment**, including training handguns.
5. Arrangements must be made for an area suitable for this type of activity complete with protective mats to reduce the chance of physical injury.
6. Specialized Subject Control / Arrest Techniques instructors should schedule fitness activities that enhance and facilitate relevant skill development. These include, but are not limited to power, speed and coordination. Therefore, it is recommended that Specialized Subject Control / Arrest Techniques instructors possess a Specialized Physical Fitness instructor certification.
7. **There must be one (1) specific certified Subject Control instructor for each eight (8) trainees while actively engaged in a practical performance exercise.**
8. OSHA requires floor mats be cleaned after every use with 1:10 part bleach/water solution.
9. The following video is required to be presented during this block of instruction:

Subject Control and Arrest Techniques, NCJA Video Unit (Revised January 2014)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Gymnastic mats (minimum of 50 square feet per student)
- Training and collapsible batons
- Padded striking shields/bags
- Handcuffs and cases with keys
- Training weapons – Props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered “safe” to the point that they cannot be loaded and/or fired. Weapons rendered “safe” have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a “safe” training environment.
- Duty gear

BLET: 11

Title: **Juvenile Laws and Procedures** (8 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This is a complicated block of instruction, and the instructor must be knowledgeable in juvenile law, procedures, developmental theories, and the dynamics of child abuse and neglect.
3. Instructors are encouraged to invite a child protective service worker and a juvenile court counselor to explain their specific responsibilities to students. The goal of an integrated juvenile justice system should be promoted throughout the block.
4. Instructors are required to obtain Juvenile Rights cards if they have not already been provided in a previous block. These may be obtained from the Legal Center of the North Carolina Justice Academy (910-525-4151.)
5. AOC forms can be obtained from the following web site: www.nccourts.org.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Current edition of *North Carolina Criminal Law and Procedure* that includes N.C. General Statutes: Chapter 7B, 14, 15A, 90, 110, 122

BLET: 12

Title: **Fingerprinting & Photographing Arrestees** (6 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. The State Bureau of Investigation (SBI) Fingerprint Cards and the Final Disposition Form are used in this block of instruction. Each needs to be marked as “Sample” to preclude them from accidentally being submitted. Instructors need to obtain copies of these cards and forms by contacting their local SBI office.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Numerous SBI Fingerprint cards
- Arrest report forms
- Final disposition Report forms
- Fingerprint stands and equipment to roll prints
- Camera and equipment
- Post-mortem fingerprint kit

BLET: 13

Title: **Responding to Victims & the Public** (*10 hours*)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Instructors teaching this lesson should have a thorough working knowledge of the BLET instructional blocks, “Ethics for Professional Law Enforcement” and “Communication Skills for Law Enforcement Officers.” These lessons complement one another, specifically on how law enforcement officers need to present themselves to the public in various circumstances.
3. It is highly recommended that the instructor have law enforcement field experience interacting with individuals with disabilities.
4. The instructor must also be familiar with Chapter 15B of the General Statutes which explains laws regarding victims’ compensation.
5. Instructors should consult the local chapters for services of:
 - coalition for battered women
 - rape crisis intervention
 - victim assistance coordinators
 - male batterers’ intervention program
 - parent advocates of children with autism

for assistance, or adding to this block of instruction for guest speakers. In particular, assistance in enhancing the material on autism can be obtained by contacting the Autism Society of North Carolina, 1-800-442-2762.

6. The following equipment is required to instruct this block of instruction:

- video recording equipment

7. The following video is required to be presented during this block of instruction:

Responding to Victims and the Public Series, NCJA Video Unit (2013)

BLET: 14

Title: **Firearms** (48 hours)

Lecture: 10 hours

Practice & Qualification: 30 hours

Combat Shooting: 8 hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Firearms Instructor.
2. While conducting basic firearms training, it is imperative that the students develop a sincere appreciation for safety in general and demonstrate safe gun handling at all times.
3. It is recommended that classroom and actual shooting be interspersed. For example, handgun firing exercises should be conducted before any discussion or firing of the other weapons begins.
4. Only after extensive familiarization and practice with handling the weapon should actual firing begin. The students should dry fire through all the positions a number of times while simulating loading and unloading in the correct loading position. This practice gives them a chance to get accustomed to the procedures and commands.
5. Loading and unloading familiarization must particularly include nomenclature and other information in the lesson plan. Duty handguns must be available for class. Students must perform basic loading and unloading, and making weapons safe. Dummy ammunition should be used.
6. There **MUST** be one Specialized Firearms Instructor per six students while on the range.
7. Firearms instructors, prior to allowing students to enter the range, must inspect all weapons to make sure they are unloaded and serviceable.
8. Qualification standards, including remedial procedures, are outlined in the instructor notes section of the lesson plan. The BLET Day and Night Handgun Courses must be presented with a live fire demonstration by a certified firearms instructor in its entirety prior to students firing the courses.
9. Students must wear ANSI rated eye and ear protection at all times while firing is occurring.
10. The objectives require that students unload and demonstrate the safe handling of a variety of firearms encountered in their duties. These weapons are to be provided by the instructor or school. Live ammunition shall not be used during these practical exercises.
11. Due to the potential health hazards related to lead exposure, firearms instructors must ensure students are aware of these potential hazards and take certain precautions on the range as outlined in the instructor notes.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Cleaning equipment
- Dummy ammunition for weapons
- ANSI rated eye and ear protection
- Range materials and equipment (B-27 targets, cardboard backing, staples, etc.)
- Handguns (revolver and semi-automatic - classroom) for demonstration**
- Variety of handguns, rifles, shotguns for unloading exercises**
- Various props (mailboxes, barricades, door frames, etc.)*
- Student ammunition (estimated)
 - Practice ammunition - approximately 600 rounds practice ammunition for handgun per student
 - Qualification ammunition - 200 minimum to 600 maximum rounds handgun per student (Must be duty ammunition or ballistically equivalent to duty ammunition)
 - Combat shooting ammunition - 50 rounds handgun per student (must be duty ammunition or ballistically equivalent to duty ammunition)

* May be provided by the range facility.

** May be provided by the firearms instructor(s).

A school shall own, or have access to, one duty type weapon and an equipped duty belt consisting of at least a duty holster, a magazine pouch, handcuff case, handcuffs, belt keepers and a flashlight ring for every two (2) students enrolled in the BLET on the first day of class. All weapons used shall be approved by the school director and the lead firearms instructor.

In the event that a trainee is already employed with a criminal justice agency, the school director has the discretion to allow that individual to utilize their issued duty equipment.

BLET: 15

Title: **Criminal Investigation** (34 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Instructors for this lesson should have intensive investigative experience and be very familiar with the *North Carolina State Crime Laboratory Evidence Manual*. This manual explains in greater detail specific procedures found throughout this lesson.
3. At least eight (8) hours of this block must be devoted to practical exercises. The instructor **MUST** prepare four (4) different crime scenes for these exercises, i.e., homicide, sexual offense, burglary, robbery, etc. Attention must be made to ensure that all supplies and equipment necessary to complete the exercises are provided. Assisting certified instructors should have the investigative experience necessary to critique and evaluate student performance in these exercises. Students must be evaluated and completed forms shall become part of the student's permanent file.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Video recording equipment (1 per 10 students)
- Cameras and equipment (1 per 10 students)
- Sketching equipment
- Fingerprinting equipment
- Evidence containers
- Crime scene props (e.g., knives, beer bottles, etc.)
- Measuring devices
- Evidence tape
- Copies of evidence submission forms, crime lab examination forms, evidence custody documents

BLET: 16

Title: **ABC Laws and Procedures** (4 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Instructors are **REQUIRED** to display a variety of alcoholic beverage containers while teaching definitions
3. The lesson plan focuses on ABC law violations for which a patrol officer will most likely make an arrest. The outline includes statutory citations for these offenses. It is essential that each student have a copy of Chapter 18B of the North Carolina General Statutes. That chapter is included in *North Carolina Criminal Law and Procedure*.
4. It is required for the instructor to have the students complete three citations for specific violations of ABC law. The completed citations must be retained in each student's file.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Chapter 18B of the General Statutes
- Samples of alcoholic beverage containers
- Blank copies of a citation for practical exercises - 3 per student

BLET: 17

Title: **Motor Vehicle Law** (20 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This is a difficult block of instruction and examples must be given by the instructor to clarify the material. For that reason, only a person well-versed in the law should be used to teach this block, especially one who can encourage and answer questions.

3. Because of the length and complexity of the material, students should come to class having already read the student outline.
4. Instructors shall acquire a collection or representation of drivers licenses, learner permits, and out-of-state licenses to be displayed during the class. These must be provided by the school director to the instructor.
5. Each student must have a copy of Chapter 20, and they should be encouraged to refer to the statutes as the material is being covered.
6. Several Administrative Office of the Courts (AOC) forms are referenced throughout this lesson. These forms are provided as handouts.
7. Additional training aids and statistics can be obtained from the Division of Motor Vehicles web page at <http://www.ncdot.org/dmv/> and the Governor's Highway Safety Program web page at <http://www.ncdot.org/programs/ghsp/>.
8. The following video is required to be presented during this block of instruction:

Motor Vehicle Law, NCJA Video Unit (Issued January 2014)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Current version of: *Motor Vehicle Laws of North Carolina*
- Representation of driver's licenses and permits

BLET: 18

Title: **Law Enforcement Driver Training** (40 hours)

1. All instructors involved with the instructional, evaluation, remedial, or re-evaluation phases of the practical exercises must be certified as Specialized Driver Instructors by the North Carolina Criminal Justice Education and Training Standards Commission.
2. Agencies, school directors, and instructors are encouraged to supplement this lesson plan with any information or practical exercise(s) they feel are necessary to accomplish their individualized training objectives.
3. One classroom practical exercise must be conducted in conjunction with individual agency emergency response and pursuit driving policies or the Attorney General's model policy. The handout must be completed by each student.
4. The purpose of the driving practical exercises is to develop and instill proper driving attitudes and skills. The exercises also serve as an evaluation of the trainee's knowledge and skill acquisition. These exercises are specifically designed to develop the trainee's ability to operate the patrol vehicle. Each of the practical exercises contains an exercise objective, completion procedures, trainee requirements, and instructor requirements.

5. Trainees are required to successfully complete each exercise listed below during daytime hours:
 - Offset Lane Maneuver
 - Fixed Radius Curve
 - Precision Exercise
 - Serpentine Exercise
 - Evasive Exercise
 - Emergency Response Driving
 - Pursuit Driving
6. Trainees are required to successfully complete the Precision, Emergency Response, and the Pursuit exercises during nighttime hours.
7. Driving range considerations:

A driving range designated for criminal justice training is required. This range **MUST** be adequate in size and design to safely conduct the law enforcement basic recruit driving course and schools **MUST**:

 - a. Secure the range by barriers from all public-through traffic while training is being conducted on the range;
 - b. Post warning signs at all vehicle access points that clearly identify the area as a law enforcement training driving range with limited access to criminal justice trainees, criminal justice instructors, and personnel authorized by the school director;
 - c. Provide an emergency first-aid kit;
 - d. Own and have available four (4) automobiles designed and equipped for criminal justice driver training;
 - e. Provide restrooms and drinking water for personnel engaged in training;
 - f. Make telephone or radio communications immediately available to range instructors.
8. Responsibilities of the school director: There must be one certified Specialized Driver Instructor for each (six) trainees while actively engaged in a practical performance exercise [North Carolina Administrative Code, Title 12, Chapter 9, 09B.0202(b)(3)].
9. The following video is required to be presented during this block of instruction:

Law Enforcement Driver Training, NCJA Video Unit (2010)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- 4 law enforcement police type vehicles equipped with blue lights, siren, radio, PA system and a police suspension package. ****All cars must meet North Carolina Safety Standards at the time of the course delivery. The school director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle.****

- Cones (18” minimum height)
- Stop watches
- Clip boards
- Chalk or spray paint
- Measuring devices

BLET: 19

Title: **Crime Prevention Techniques** (6 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. The History of Crime Prevention, Section A of the outline, should be read by students prior to the class and need not be covered in the presentation. This is information officers can utilize in later public presentations.
3. Displays are a useful and necessary part of the instruction. These displays are of doors, glass, hinges, and locks and are referenced in the lesson plan. These materials are generally available from hardware and building supply stores.
4. Handout and promotional materials regarding the various community-based programs should be distributed and are available from the Crime Prevention Division of the Department of Public Safety.
5. The following video is required to be presented during this block of instruction:

Blue Print for Home Security, Crime Prevention Resources (1992)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Displays of doors, glass, hinges, and locks

BLET: 20

Title: **First Responder** (32 hours)

1. This lesson plan must be presented by an instructor current certified by the North Carolina Criminal Justice Education and Training Standards Commission as a First Responder or a Professional Lecturer.
2. In addition to the end of block examination, students are required to complete CPR certification in accordance with a current national standards curriculum that included both cognitive and skills testing. The CPR certification documents and/or skills evaluation forms must be retained in each student’s file.
3. Instructors should discuss the “HIPPA and Law Enforcement” handout at the appropriate time.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Adult resuscitation manikin
- Infant resuscitation manikin
- Obstetrical manikin (if possible)
- Blankets
- Triangular bandages
- Scissors
- Automated external defibrillator (AED)

BLET: 21

Title: **Domestic Violence Response** (12 hours)

Lecture: 8 hours

Practical Exercises: 4 hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This lesson includes telecommunications, officer safety, legal, and investigative issues; therefore the instructor delivering this block of instruction should be experienced in responding to and investigating domestic violence incidents. In addition, the instructor must possess a clear understanding of the methods used to determine the predominant aggressor, and must impress upon students that dual arrests are not best practice.
3. Specific directions on the practical exercises are found in the “Instructor Notes” section of the instructor lesson plan. Two of the four scenarios must be evaluated on each student and the completed practical exercise forms retained as part of the student’s permanent file.
4. Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players and students. The lead instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student’s file.
5. The following video is required to be presented during this block of instruction:

Domestic Violence Response, NCJA Video Unit (2006)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Video recording equipment
- 4 law enforcement police type vehicles equipped with blue lights, siren, radio, PA system and a police suspension package to be used to respond to domestic practical exercise area. **All cars must meet North Carolina Safety Standards at the time of the course delivery. The school director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle. **

- Various props to be used in exercises (e.g., fake drugs, torn clothing, make-up, fake blood, beer cans and bottles, rubber knives, glass ashtray, keys, cellphone, clothing in a bag, 50B court order, etc.)
- Radios
- Duty gear
- ANSI rated safety glasses
- Training weapons or altered safe weapons or other “force on force” training aids such as marking ammunition or blanks

Training weapons are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered “safe” to the point that they cannot be loaded and/or fired. Weapons rendered “safe” have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a “safe” training environment.

BLET: 22

Title: **Controlled Substances** (12 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. The instructor for this lesson should possess a thorough working knowledge of drug enforcement activities, including surveillance and informant development. Chapter 90 violations are covered in the “Elements of Criminal Law” lesson, but instructors are encouraged to reference them as necessary.
3. Instruction on the identification and testing of drugs should be supplemented by illustrations and samples of controlled substances, demonstrating the use of the *Physician’s Desk Reference* and other guides. The material should also provide the students the opportunity to simulate packaging evidence and completing the laboratory submission form.
4. The following video is required to be presented during this block of instruction:

Controlled Substances, NCJA Video Unit (1998)

The accredited institution/agency **MUST** own or have access to the following equipment except as noted. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Various drug samples (provided by instructor or law enforcement agency; not required to be owned by school)
- Various drug paraphernalia (provided by instructor or law enforcement agency; not required to be owned by school)

BLET: 23

Title: **Techniques of Traffic Law Enforcement** (24 hours)

Lecture - 12 hours

Practical Exercises - 12 hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Delivering instructors should have extensive knowledge and practical experience in traffic law enforcement issues including: control and direction, speed detection, motor vehicle laws, DWI enforcement, and vehicle stops.
3. It is recommended that a Standardized Field Sobriety Testing (SFST) instructor teach the DWI portion of the lesson.
4. Instructors should possess exceptional communication skills that highlight the importance of these capabilities during contact with violators. Emphasis should be placed on how to facilitate positive interactions between motorists and law enforcement personnel during traffic stops. Instructors may want students to review the “Communication Skills for Law Enforcement Officers” lesson plan prior to this delivery since many of the strategies and concepts outlined in that block apply to this lesson and the practical exercises.
5. Vehicle stop practical exercises involve unknown and high risk situations and must be conducted during light and darkness.
6. Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players, and students. The lead instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student’s file.
7. The following video is required to be presented during this block of instruction:

Techniques for Traffic Law Enforcement, NCJA Video Unit (July 1, 2011)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- 4 law enforcement police type vehicles equipped with blue lights, siren, radio, PA system and a police suspension package. ****All cars must meet North Carolina Safety Standards at the time of the course delivery. The school director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle. ****
- Flashlights
- Police whistles
- Highway flares
- Duty gear
- “Training weapons” are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered “safe” to the point that they cannot be loaded and/or fired. Weapons rendered “safe” have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a “safe” training environment.

- Various props for vehicle stop exercises (e.g., beer bottles, drivers licenses, rubber knives, etc.)
- Copies of blank citations

BLET: 24

Title: **In-Custody Transportation** (8 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This block should always be delivered prior to “Sheriff’s Responsibilities: Courtroom Duties.”
3. Students are required to complete the DCI Arrest Report (DCI-608). *DCI Format Instructions for Incident/Investigative Report* is found as a handout in the “Field Notetaking and Report Writing” topic area.
4. Various types of restraint devices are discussed and require practical application. Students should pair off and demonstrate the ability to apply and remove leg restraints, waist chains, and handcuffs and flex cuffs.
5. Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players and students. The lead instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student’s file.
6. Other exercises concern searching for weapons, contraband, and involuntary commitment orders.
7. The following video is required to be presented during this block of instruction:

High Risk Transport, Lock-Up USA (1991)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Copies of the DCI Arrest Report
- Leg restraints, handcuffs, waist chains, flex cuffs
- Gymnastic mats
- Padlocks/keys
- Items of clothing
- Various props (e.g., rubber knives, contraband, personal jewelry, etc.)

BLET: 25

Title: **Traffic Crash Investigation** (20 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.

2. This lesson should be delivered by individuals who possess extensive experience and practical application in traffic accident investigation. Instructors with accident reconstruction skills are recommended.
3. Sections dealing with the DMV-349 Crash Report require students to have most current version of the *DMV-349 Instruction Manual*. School directors are required to provide student with current versions of the *DMV-349 Instruction Manual* and any recent change(s). *DMV-349 Instruction Manuals* can be ordered, free of charge, by contacting:

North Carolina Department of Motor Vehicles
1100 New Bern Avenue
Raleigh, North Carolina 27697-0001
Phone: (919) 861-3062

4. Practical exercises must be completed as described. Students may work in small groups (2-4 students per group is recommended).
5. The coordination method of measurement data sheet, the triangulation method of measurement data sheet, a DMV-349, and a field sketch must be retained in each student's file.
6. The following video is required to be presented during this block of instruction:

Traffic Crash Investigation Series, NCJA Video Unit (2001)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Traffic investigation templates
- Book: *DMV-349 Instruction Manual*
- Copies of DMV-349 Crash Report forms
- 100 foot measuring tapes
- 300 foot measuring tapes
- Chalk/lumber crayon
- Spray paint
- Vehicles for practical exercises

BLET: 26

Title: **Explosives and Hazardous Material Emergencies** (12 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a Specialized Hazardous Materials Instructor.
2. Arrangements must be made to have a building for students to practice bomb search procedures covered in class.
3. Students are required to extinguish a small and controlled fire using a dry chemical extinguisher. The instructor should ensure that all safety precautions have been taken before setting the various types of fires involved in the exercise. The directions for this and other exercises are outlined in

the lesson plan. The instructor(s) must complete an evaluation sheet for each student. The evaluation sheet shall be retained as part of each student's file. In the event a burning ban is in effect in your area, instructors should complete the fire extinguisher exercise detailed in the instructor notes of the lesson plan without lighting a fire. Check with your local fire marshal to determine if a burning ban is in effect.

4. Instructors will be required to use the most recent edition of the *Emergency Response Guidebook*, and familiarize the student with how it is used. This book can be purchased by each student along with other course materials. The quizzes shall be retained in each student's file.
5. The practical exercises are important in this block for both bomb searches and fires. Though each exercise is suggested to coincide in the lesson plan with the instructor's lecture, practicality may allow the exercises to be conducted at the conclusion of the class.
6. The section "Hazardous Material Responses" is provided to address the federal mandate prescribed in North Carolina Administrative Code 7C.0101(a)(26), requiring instruction for "first responders" at the "awareness level." Instructors should have attended one of any number of courses offered in this area.
7. Instructors should be very familiar with OSHA requirements and laws, especially as they relate to gas mask, respirator, and chemical munitions use.
8. The following video is required to be presented during this block of instruction:

Fire Extinguishers: The First Responder, The Phoenix Learning Group (1984)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Current edition of *Emergency Response Guidebook*
- Fire extinguishers (dry chemical)
- Burn system for fire extinguisher exercise

BLET: 27

Title: **Individuals with Mental Illness or Developmental Disabilities** (8 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. A significant portion of the lesson is devoted to involuntary commitment procedures and officer safety issues when dealing with the mentally unstable. Instructors should be very familiar with commitment procedures.
3. There are several videos depicting different types of mental illnesses and/or developmental disabilities. They are presented for the purpose of providing new officers with visual indicators to look for when interacting with a person suspected of having a mental illness or developmental disability. At the end of the lesson several scenarios have been provided to aid the student in identifying the resources available to them in efforts to take the most appropriate action based on the indicators present.

4. The following video is required to be presented during this block of instruction:

Individuals With Mental Illness or Developmental Disabilities, NCJA Video Unit (2014)

BLET: 28

Title: **Crowd Management** (12 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. The purpose of this block of instruction is to familiarize the student with the organization, development, and proper execution of riot control, dispersal, and arrest techniques. Crowd dispersal and arrest exercises will provide the student with the basic skills to safely and successfully participate and conduct similar operations in their jurisdictions.
3. Delivering instructors should have practical experience in crowd management strategies to include line formations, chemical munitions, and other dispersion devices.
4. Careful planning and coordination of practical exercise events cannot be overemphasized. This is particularly true during mock disturbances and arrest exercises. Instructors should minimize the number of student role players when possible. A safety monitor should also be used to work directly with role players so instructors may concentrate on teaching the students.
5. Students should be exposed to live chemical munitions during mock riot exercises. If live chemicals are not used then inert agents must be used. Safety devices to protect the eyes and facial areas must be provided to role players.
6. Instructors should be very familiar with OSHA requirements and laws, especially as they relate to gas mask, respirator, and chemical munitions use.

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Chemical munitions
- Riot helmets - 1 per 2 students enrolled in the course
- Gas masks - 1 per student enrolled in the course
- Riot batons - 1 per 2 students enrolled in the course
- Flexcuffs - 2 per student enrolled in the course with 1 cutter per class
- Riot shields - 1 per 2 students enrolled in the course
- Stretcher
- 4 law enforcement police type vehicles equipped with blue lights, siren, radio and a police suspension package for practical exercises. **All cars must meet North Carolina Safety Standards at the time of the course delivery. The school director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle. **

****In the event that a trainee is already employed with a criminal justice agency, the school director has the discretion to allow that individual to utilize their issued duty equipment.****

BLET: 29

Title: **Preparing for Court & Testifying in Court** (12 hours)

Lecture: 4 hours

Mock Trial: 8 hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This lesson should be taught by persons familiar with court systems within the jurisdiction where students will soon work. Delivering instructors should have practical experience in both district and superior court.
3. Materials make occasional reference to policies established by some local district attorneys and judges. Instructors should gather and be familiar with court procedures for the students' future jurisdictional area.
4. A critical part of this block of instruction is the mock court exercise. Extensive planning by the instructor is required. The exercise should be performed in a serious and professional manner. Instructors should carefully select participants to include a judge, district attorney, defense counsel, and bailiff. An actual courtroom should be utilized when possible.
5. School directors must have students testify to previous practical exercise encounters, using reports and citations prepared in those exercises. "Patrol Techniques" or "Techniques of Traffic Law Enforcement" are two blocks that are ideally suited for this purpose.
6. School directors should consider video recording student testimony to enhance the critique.
7. The following video is required to be presented during this block of instruction:

Preparing for and Testifying in Court, NCJA Video Unit (1993)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Copies of student investigative reports, citations, and arrest reports from other exercises that have occurred earlier in the training program.
- Copies of Chapter 14, Chapter 15A and Chapter 20 available during exercise.
- Flip chart in courtroom
- Bible

BLET: 30

Title: **Patrol Techniques** (28 hours)

Lecture: 8 hours

Practical Exercises: 20 hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. There are numerous practical exercises in this block which are detailed in the Instructor Notes section of the lesson plan. Practical exercise planning is an absolute necessity. Instructors should carefully select other professionals and role players with relevant expertise to assist in practical exercises.
3. The school director should provide instructors lesson plan materials well in advance to begin scheduling practical exercises.
4. Practical exercises should be conducted after the lecture.
5. Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players and students. The lead instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student's file.
6. The scenarios are designed to teach and reinforce safe and tactically sound maneuvers; therefore it is important to conduct them so that correct performance results in a successful outcome.
7. Training weapons or altered safe weapons, "force on force" training aids, such as marking ammunition or blanks, inert OC, safety glasses, patrol vehicles, and sound effects provide an excellent training setting. SIMUNITION FX® systems could be used if the training schedule and facilities support their use.

"Training weapons" are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered "safe" to the point that they cannot be loaded and/or fired. Weapons rendered "safe" have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a "safe" training environment.
8. The following videos are required to be presented during this block of instruction:

Patrol Techniques, NCJA Video Unit (July 1, 2011)

Rapid Planning and Execution: An Introduction, NCJA Video Unit (2003)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Training weapons or Simunitions® systems for active participants. "Training weapons" are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered "safe" to the point that they cannot be loaded and/or fired. Weapons rendered "safe" have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a "safe" training environment.
- Duty gear

- Two way radios
- Flashlights
- Various props (e.g., rubber knives, contraband, alcoholic beverages, money bags, search warrants, etc.)
- 4 law enforcement police type vehicles equipped with blue lights, siren, radio, PA system and a police suspension package. ****All cars must meet North Carolina Safety Standards at the time of the course delivery. The school director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle. ****
- ANSI rated protective equipment (e.g., eye protection, helmets, etc.) if “force on force” training aids such as marking ammunition or blanks are utilized.

BLET: 31

Title: **Sheriff’s Responsibilities: Detention Duties** (4 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Instructors should have practical experience in the detention facility or correctional settings with previous responsibilities as an inmate “intake” or “processing” officer.
3. This lesson covers the entire inmate processing procedure including classification and release. Instructors must have copies of the various commitment orders used.
4. There is lengthy discussion on the medical screening form mandated by the Department of Human Resources as outlined in the *Rules and Regulations Governing the Operations, Surveillance and Monitoring of Jail Facilities*. Instructors must review and discuss each question identified on the health screening form. There are several health screening forms included. The instructor should review each one with their students and make certain they have sample copies. The form included in the notebook is not mandated, but every department must complete a health screening form on each inmate. Also included in this section is a discussion of the law of confidentiality and how it impacts on the detention officer.

BLET: 32

Title: **Sheriff’s Responsibilities: Court Duties** (6 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. The lesson focuses on courtroom security. Instructors should have practical work experience in the topic. Included in this section are several practical exercises, including holding cell searches for contraband of all kinds. The second exercise requires students, using metal detectors and all safety precautions, to conduct clothed body searches of persons entering the courtroom.
3. All safety rules and regulations should be enforced including universal precautions (Universal Safety Precautions from the “Sheriff’s Responsibilities: Detention Duties” block of instruction).
4. The following video is required to be presented during this block of instruction:

Courtroom Security, Vol. 2 Issue 7, Lock-Up USA (1992)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during the delivery of this block of instruction.

- Metal detector(s)
- Latex gloves
- Contraband items

BLET: 33

Title: **Civil Process** (24 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. Instructors of this lesson should have extensive experience in the service of civil processes.
3. Several Administrative Office of the Courts forms (AOC) are referenced in this lesson and are provided as handouts. Students should refer to each form as it being discussed.
4. Included as a part of this lesson is a handout of 16 scenarios. Instructors may use these exercises several different ways: role plays, work groups, homework, or class discussion. The student copies of the scenarios have the “issue” and “answer” area left blank.
5. The following video is required to be presented during this block of instruction:

Civil Process, NCJA Video Unit (2001)

BLET: 34

Title: **Anti-Terrorism** (4 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. The instructor of this block should have completed advanced training on anti-terrorism.
3. Due to the dynamic nature of this topic, the instructor should remain currently abreast of events and possible threats. In addition, the instructor should be knowledgeable of activities that may have occurred or potential targets that exist in the academy’s service area.
4. The following video is required to be presented during this block of instruction:

Anti-Terrorism, NCJA Video Unit (2013)

BLET: 35

Title: **Rapid Deployment** (8 hours)

Lecture: 4 hours

Practical exercise: 4 Hours

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor that has successfully completed the North Carolina Justice Academy's "Rapid Deployment Instructor Training Course."
2. The directions for the practical exercise for this block are included in the "Instructor Notes" section of the lesson plan.
3. Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players and students. The lead instructor and participants must sign and date the safety briefing form. Signed copies of the forms signifying that the participants have reviewed and understood the safety instructions given shall be retained in the student's file.
4. Training weapons or altered safe weapons, "force on force" training aids, such as marking ammunition or blanks, inert OC, safety glasses, patrol vehicles, and sound effects provide an excellent training setting. SIMUNITION FX® systems could be used if the training schedule and facilities support their use.

"Training weapons" are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered "safe" to the point that they cannot be loaded and/or fired. Weapons rendered "safe" have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a "safe" training environment.

5. The following video is required to be presented during this block of instruction:

Rapid Deployment: Immediate Response to the Active Shooter, NCJA Video Unit (Revised 2009)

The accredited institution/agency **MUST** own or have access to the following equipment. Furthermore, the accredited institution/agency and their respective school director must ensure that these items are utilized by the students and instructor during this block of instruction.

- "Force on force" training aids such as marking ammunition or blanks for active participants
- Duty gear
- Two way radios
- Flashlights
- Various props (e.g., rubber knives, contraband, alcoholic beverages, money bags, search warrants, etc.)
- 4 law enforcement police type vehicles equipped with blue lights, siren, radio, PA system and a police suspension package. **All cars must meet North Carolina Safety Standards at the time of the course delivery. The school director must provide upon request the appropriate approval/inspection report/receipt for each motor vehicle. **
- ANSI rated protective equipment (e.g., eye protection, helmets, etc.) if "force on force" training aids, such as marking ammunition or blanks, are utilized.

BLET: 36

Title: **Human Trafficking** (2 hours)

1. This lesson plan must be presented by an instructor currently certified by the North Carolina Criminal Justice Education and Training Standards Commission as a General Instructor.
2. This block of instruction is intended to familiarize students with the federal and state statutes regarding human trafficking as well as inform them on how people are exploited through labor trafficking and/or sex trafficking. Identification of potential victims is covered in this block. Additionally, human trafficking in comparison to human smuggling is discussed. This information will assist the officer in their response to a potential victim of human trafficking while providing them with resources that are available to both the victim as well as the officer, while understanding the traumatic effects upon these victims.
3. The following video is required to be presented during this block of instruction:

Human Trafficking, NCJA Video Unit (2011)

References

Basic Law Enforcement Training Instructor Notebook. Salemburg: North Carolina Justice Academy, July 2013.

Lord, Vivian B. *General Principles in Training*. Salemburg: North Carolina Justice Academy, 1983.

North Carolina Administrative Code. Title 12, Sub-Chapter 9B.

Post Basic Course Management Guide. Sacramento: The Commission on Peace Officer Standards and Training of the State of California, 1984.

XVI. Basic Law Enforcement Training Forms – Forms are updated on a regular basis. You MUST use the most current version of any course or Commission form. The following forms are found within each topic of the BLET curriculum.

1. **Course Orientation**
 - Certification Prerequisites for Law Enforcement Officers
 - Acknowledgment of Certification Prerequisites
 - Request for Accommodation
2. **Physical Fitness**
 - Fitness Assessment
 - Fitness Profile
 - POPAT Student Evaluation Form
3. **Subject Control / Arrest Techniques**
 - Performance Evaluation Form
4. **Firearms**
 - Qualification Record / Handgun (*includes remedial form*)
 - BLET Qualification Course (*50 rounds*)
5. **Criminal Investigation**
 - Practical Skills Evaluation Form
6. **Law Enforcement Driver Training**
 - Course Descriptions, Instructions, Student Score Sheets
7. **Domestic Violence Response**
 - Practical Exercise Safety Instructions
 - Practical Exercise Form
8. **Techniques of Traffic Law Enforcement**
 - Practical Exercise Safety Instructions
 - Vehicle Stops / Student Performance Evaluations (*Known & Unknown risk*)
9. **In-Custody Transportation**
 - Practical Exercise Safety Instructions
10. **Patrol Techniques**
 - Practical Exercise Safety Instructions
 - Practical Skills Test Forms (Scenarios)
11. **Explosives and Hazardous Materials Emergencies**
 - Fire Extinguisher Exercise Evaluation Form
 - *Emergency Guidebook* Exercise Evaluation Form
12. **Rapid Deployment**
 - Practical Exercise Safety Instructions
 - Student Practical Skills Evaluation Form

XVII. CRIMINAL JUSTICE STANDARDS FORMS – The following forms can be found on the DOJ website at <http://ncdoj.gov>.

Note: Once on the website, click on Law Enforcement Training & Standards under Crime & Law Enforcement section on the lower left side, click on Criminal Justice Education & Training Standards Commission on the left side, click on Forms on the left side. The forms will be under BLET or Law Enforcement.

1. **Medical History Statement F-1(LE)**
2. **Medical Examination Report F-2(LE)**
3. **Medical History Statement F-1 (Sheriffs')**
4. **Medical Examination Report F-2A and F-2(Sheriffs')**
5. **Request for School Accreditation Form F-10(SA)**
6. **Request for Training Course Accreditation F-10(CA)**
7. **Request for School Director Certification F-10(SD)**
8. **Pre-Delivery Report of Training Course Presentation F-10A(LE)**
9. **Post-Delivery Report of Training Course Presentation F-10B(LE)**
10. **Student Course Completion Record**
11. **Request for Limited Enrollment**
12. **Early Enrollment**

XVIII. Course Management Guide Section Revision List – Revised January 2014

Section subject matter is outlined in the table of contents. As sections are revised, the month and year will appear adjacent to the section that has changed. **For example:** Section XV - Course Delivery was revised in January 2011. Therefore, the month and year ("January 2011") appears alongside the Section XV title.

SECTION / TITLE NUMBER	REVISION DATE
TABLE OF CONTENTS	July 2008
SECTION I	July 2008
SECTION II	December 2000
SECTION III	December 2000
SECTION IV	July 2013
SECTION V	January 2003

SECTION VI	<i>July 2012</i>
SECTION VII	<i>July 2012</i>
SECTION VIII	<i>July 2012</i>
SECTION IX	<i>July 2010</i>
SECTION X	<i>July 2012</i>
SECTION XI	<i>July 2008</i>
SECTION XII	<i>January 2013</i>
SECTION XIII	<i>July 2012</i>
SECTION XIV	<i>January 2013</i>
SECTION XV	<i>January 2014</i>
SECTION XVI	<i>Periodic</i>
SECTION XVII	<i>Periodic</i>
SECTION XVIII	<i>July 2012</i>
SECTIONS XIX – XX	<i>Reserved for Future Use</i>